EL-MOASSER

الصف الأول الثانوى
الفصل الدراسى الأول

GUIDE

English

By a group of supervisors

& THE OLD MAN AND THE SEA

FREE PART

1st SEC.
2026
FIRST TERM

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AL TALABA BOOKSTORE
For printing, publication & distribution
El Faggala - Cairo - Egypt
Tel.: 02/ 259 340 12 - 259 377 91
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www.gpseducation.com

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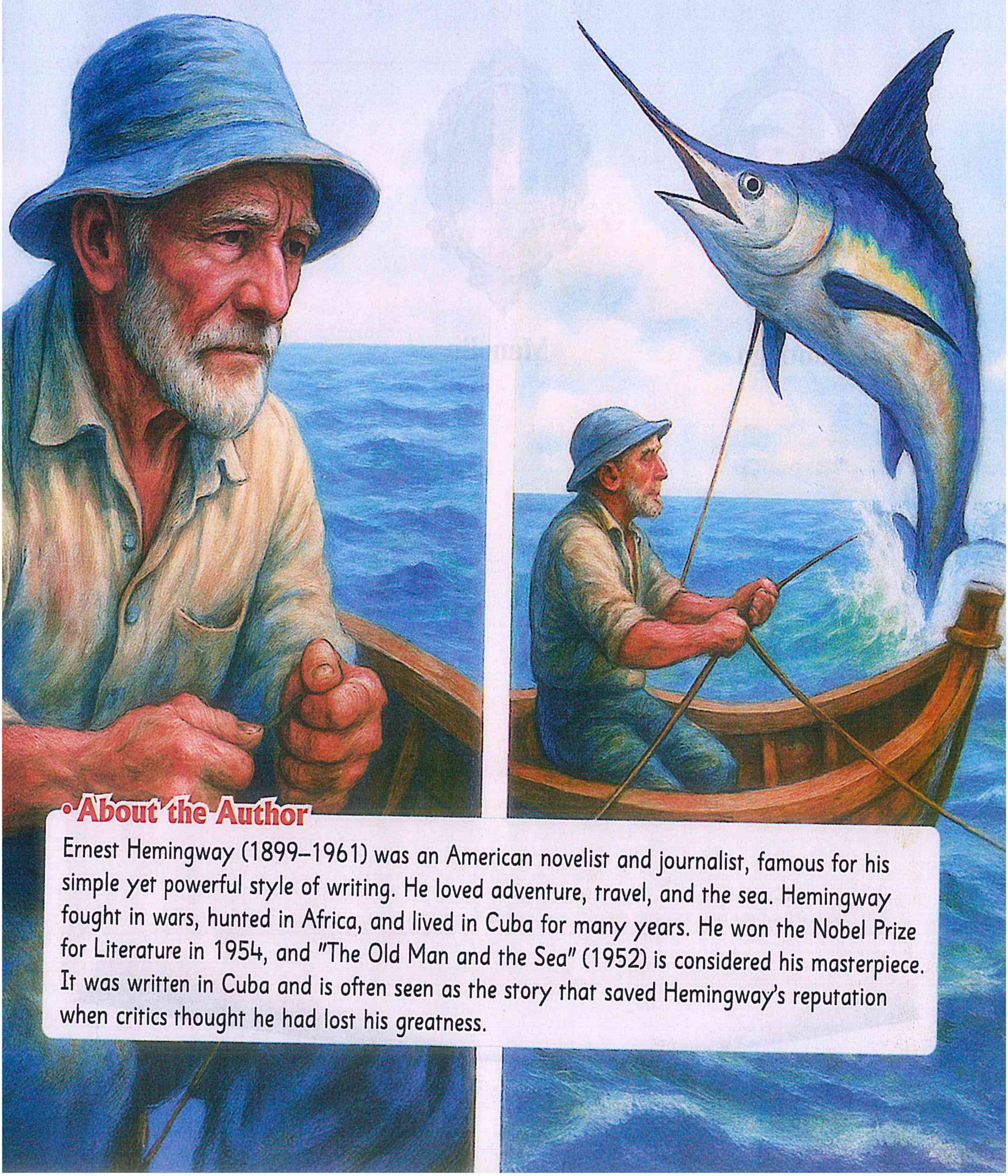
PART 1

The Old Man and The Sea

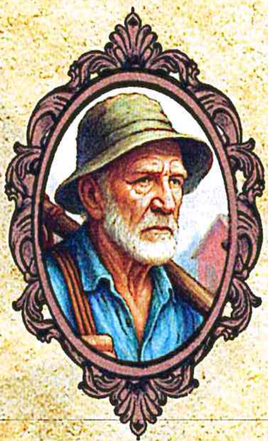
By : Ernest Hemingway



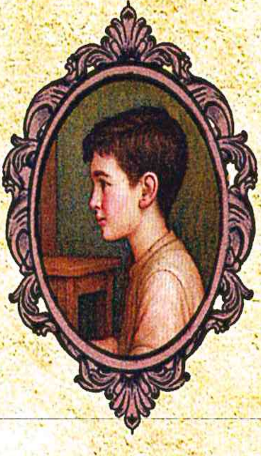
About the Author

Ernest Hemingway (1899–1961) was an American novelist and journalist, famous for his simple yet powerful style of writing. He loved adventure, travel, and the sea. Hemingway fought in wars, hunted in Africa, and lived in Cuba for many years. He won the Nobel Prize for Literature in 1954, and "The Old Man and the Sea" (1952) is considered his masterpiece. It was written in Cuba and is often seen as the story that saved Hemingway's reputation when critics thought he had lost his greatness.

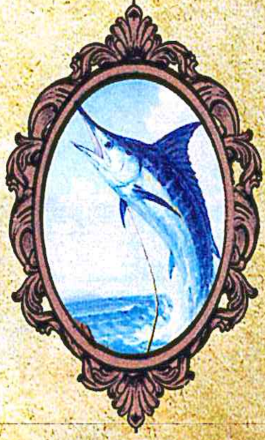
Main Characters



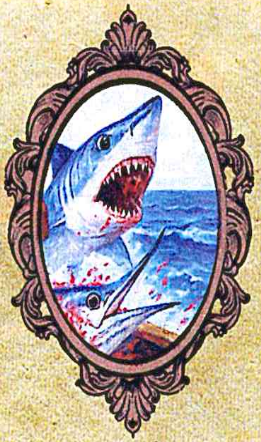
Santiago



Manolin



The Marlin



The Sharks

The Sea

Characters List

قائمة الشخصيات

- **Santiago**

An old Cuban fisherman, poor and unlucky, but full of dignity العزة / الكرامة, courage, and wisdom. He represents endurance تحمل and the struggle صراع of man against nature.

- **Manolin**

A young boy who loves Santiago and once fished with him. Though forced by his parents to leave the old man's boat, he remains loyal وفي and supportive, symbolizing يرمز إلى friendship and the passing of knowledge between generations. تنقل المعرفة بين الاجيال

- **The Marlin**

A giant, noble fish that Santiago hooks far out in the Gulf Stream. It represents both nature's beauty and its challenge.

- **The Sharks**

Cruel predators that attack the marlin after Santiago kills it. They symbolize destruction, loss, and the harsh reality of life.

- **The Sea**

Not just a setting but a living character. Sometimes generous, سخي sometimes cruel, it is the world in which Santiago struggles and finds meaning.

SETTING

- **The story takes place :**

(1) In a small Cuban Village

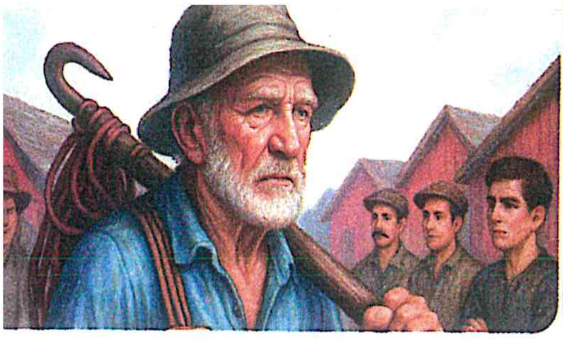
(2) In the Gulf Stream

(3) In 1952

THEMES

الموضوعات الرئيسية

1. **Struggle and Perseverance** (الكفاح والمثابرة)
   - Santiago fights not just the fish but also his own weakness, showing that true victory lies in refusing to give up.
2. **Pride and Dignity** (الفخر والعزة)
   - Even in defeat, Santiago maintains his honor. Hemingway shows that dignity matters more than material success.
3. **Man and Nature** (الانسان والطبيعة)
   - The novel explores the relationship between humans and the natural world, portraying both respect and conflict.
4. **Youth and Age** (الشباب والشيخوخة)
   - Through Santiago and Manolin, the story contrasts experience and innocence, showing how strength and knowledge can pass from one generation to another.
5. **Dreams and Symbols** (الاحلام والرموز)
   - Santiago's dreams of lions represent youth, hope, and eternal strength, reminding us that even in old age, the human spirit can remain alive.



Chapter **1**

The Old Man and His Luck

I VOCABULARY

fisherman (n)	صيّاد	skiff (n)	قارب خفيف
companion (n)	رفيق	gaff (n)	خطاف الصيد/رمح قصير
leathery (adj)	مصنوع من الجلد	fold the patched sail	يطوى الشراع المرقع
scarred (adj)	مجروح	coiled (adj)	ملفوف
admiration (n)	إعجاب	nod (ded)(v)	يهز رأسه
weakness (n)	ضعف	hut (n)	كوخ
determination (n)	عَزيمة	luxury (n)	رفاهية
dignity (n)	كرامة / عزة	treasure (n)	كنز
unlucky (adj)	سيئ الحظ	champion (n)	بطل
admiration (n)	إعجاب	courage (n)	شجاعة
harpoon (n)	رمح صيد	breeze (n)	نسيم
faintly (adv)	بضعف/بهدوء	spirit (n)	روح
exact (adj)	دقيق	youth (n)	شباب
patience (n)	صبر	freedom (n)	حُرّيّة
courage (n)	شجاعة	lean back	يتكأ للخلف
empty-handed	فارغ اليدين	ocean (n)	محيط
Yankees (n)	فريق كرة البيسبول الامريكى المشهور	fearless (adj)	بلا خوف
drift back	ينجرف راجعًا	hope (n)	أمل
gratefully (adv)	بإمتنان	whispers (n)	همسات
fishing gear	ادوات الصيد	heel (n)	كعب القدم
loyal (adj)	وفى	battle (n)	معركة
grin (ned)(v)	يبتسم	fishing lines	خيوط الصيد
cut (adj)	مجروح	eagerly (adv)	بحماس/بشغف
wisdom (n)	حكمة		

Idioms and Expressions

Dream of lions	Symbol of youth, strength, and eternal hope.	رمز للشباب والقوة والأمل الأبدى.
Luck will return	Expression of faith that fortunes will change.	تعبير عن الإيمان بأن الحظ سيتغير.
Strong in spirit	Having inner strength despite outward weakness.	امتلاك القوة الداخلية على الرغم من الضعف الخارجي.

II CHAPTER ONE IN POINTS

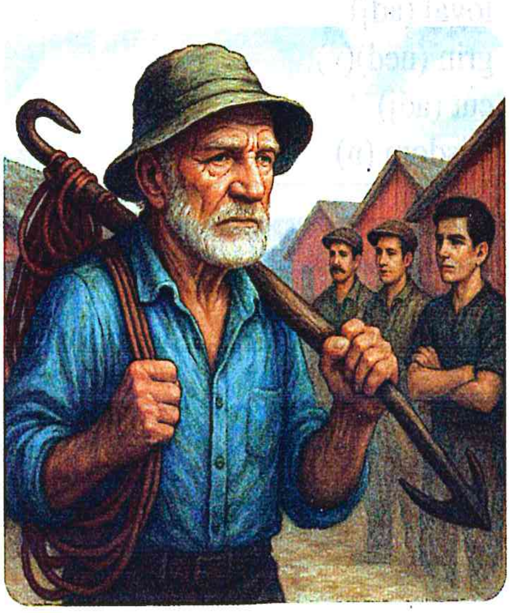
The Old Man and his luck

1. Santiago was an old fisherman who spent his whole life fishing in the sea.
2. His skin was dark and his hands were rough because he worked many years under the hot sun.
3. For eighty-four days, he went to the sea but he did not catch any fish.
4. The young fishermen in the village laughed at him and said he was very unlucky.
5. Santiago did not feel weak; he walked with dignity and carried his tools proudly.
6. A young boy named Manolin was his only true friend and loved him like a grandfather.
7. Manolin's parents made him join another boat, but he still came to help Santiago every evening.
8. The boy carried the nets, the harpoon, and folded the sail.
9. Santiago told the boy that fishing was not only about luck but also about skill, patience, and courage.
10. Santiago lived in a very poor hut with only a bed, a chair, a table, and his fishing tools.
11. He loved baseball very much, and his hero was Joe DiMaggio, who showed courage even when he was in pain.
12. Santiago decided that on the eighty-fifth day he would go far into the sea to catch a big fish.
13. That night he dreamed about lions on the beaches of Africa and believed that his luck would change the next day.

III TEXT OF CHAPTER ONE

The Old Man and His luck

Santiago was an old fisherman, and the sea was his companion. His skin had grown dark and leathery from years beneath the burning sun. His hands were rough, cut, and scarred from pulling heavy fishing lines day after day. Yet, when people looked into his eyes, they did not see weakness. His eyes were as clear and bright as the sea itself, full of life and determination.



For eighty-four long days, Santiago had gone out into the Gulf Stream and returned empty-handed. Not a single fish had been caught. In his small Cuban village, whispers began to spread. The younger fishermen, who still had luck, laughed at him quietly. They called him salao—the worst kind of unlucky [1]. Yet Santiago carried himself with dignity. He walked proudly with his fishing gear over his shoulder, his back straight, as if luck were something that could never truly defeat a man.

Suggested Questions

1 What did the young fishermen call Santiago ?

Among all the people of the village, only one remained loyal to him: a boy named Manolin [2]. The boy had fished with Santiago since he was just five years old. Now he was twelve, strong and full of admiration for the old man. He loved Santiago like a grandfather. For forty days, Manolin had fished with him, even when there was no catch. But finally, at his parents' order, he had joined another boat—a luckier boat that brought back fish.

Suggested Questions

2 Who was Santiago's loyal friend ?

Still, every evening, when the other fishermen returned with their catch, Manolin would go to Santiago's small skiff. He would help the old man carry his nets, his gaff, and his harpoon. He would fold the patched sail [3]. He would carry the old man's heavy lines, carefully coiled, and walk beside him.

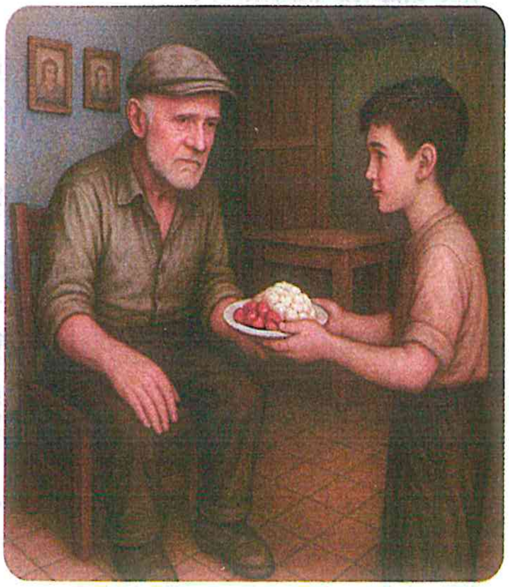
Suggested Questions

3 What did Manolin do every evening to help Santiago ?

"Old man," the boy said one evening as they reached Santiago's hut, "you are the greatest fisherman I know. Someday, the luck will return to you."

Santiago smiled faintly, the lines of age deepening around his mouth. "It is better to be lucky," he said. "But I would rather be exact. When luck finally comes, I want to be ready for it."

The boy nodded. He knew Santiago's words carried wisdom. To fish was not only luck—it was skill, patience, and courage.



The hut where Santiago lived was small, made of faded palm leaves. Inside, it was almost bare. On the walls hung only two pictures. There was a bed made of newspapers, a single blanket, a wooden table, and one chair 4. There were no luxuries, no decorations, no treasures - except the tools of a fisherman.

Suggested Questions

4 What things were inside Santiago's hut ?

Yet Santiago never complained. He had lived his whole life with the sea, and that was enough.

That evening, the boy sat with him outside the hut. They shared a simple meal of black beans, rice, and a little fried fish 5. The boy had brought it as a gift from his own home. Santiago ate slowly, gratefully, for food was energy, and tomorrow he would need it.

Suggested Questions

5 What meal did Santiago and the boy share ?

"Tell me about baseball," Santiago said suddenly. Baseball was one of the old man's greatest loves. "How are the Yankees playing this season?"

"The Yankees are strong." Manolin replied eagerly.

"Joe DiMaggio is playing well. He is always the hero."

Santiago's eyes lit up. "Yes, DiMaggio. He is my champion too. He played even when he had pain in his heel, yet he never gave up. That is real courage. Pain does not matter to a man."

The boy grinned. "But you are stronger than DiMaggio, old man. You have the sea."

The old man laughed, a soft, tired laugh. "Perhaps. But baseball has its battles, and the sea has its own."

The evening grew darker. A warm breeze carried the smell of salt from the sea. The sound of waves reached their ears, steady and calming. Santiago leaned back against the wall of his hut, his face peaceful.

"Tomorrow is the eighty-fifth day," he said. "That is a lucky number. I will go far out, farther than the others dare to go. Maybe too far. But I must find the big fish."

The boy looked at him with admiration. "I wish I could go with you."

"You have your boat," Santiago said gently. "But you are always with me in spirit."

For a moment, silence fell between them. Santiago's thoughts drifted back to his youth. He had once been strong, a sailor on great ships. He had traveled to Africa, and on the golden beaches at night he had seen lions—young lions running and playing like children. Those lions had never left his mind. Even now, in his old age, he dreamed of them. They reminded him of strength, youth, and freedom.

"Do you know what I dream of, boy?" Santiago asked softly.

"Yes," said Manolin. "You dream of lions."

The old man smiled. "Yes, lions. Always the lions."

When the meal was finished, Manolin cleared the dishes and promised to bring food again tomorrow. Then he left for his parents' house. Santiago watched him go, feeling both proud and lonely. The boy had strength and future; the old man had only the sea.

Later, Santiago lay down on his bed of newspapers. The hut was dark, but the sound of the ocean filled the silence. He thought of the coming day, of the deep waters, of the great fish that waited for him. He thought of Joe DiMaggio, who played through pain, and of the lions, who never feared.

Slowly, he closed his eyes. Sleep came to him gently, and with it, the dream of lions. In his dream, they played freely on the beaches of Africa, their golden bodies shining in the sun. Santiago was young again, strong, fearless, full of hope.

And as he dreamed, the old man smiled. Tomorrow would be the eighty-fifth day. His luck, he believed, was about to change.

IV QUESTIONS & ANSWERS

SB & El-Moasser Exercises:

1. Who helped Santiago every evening after fishing?

- من الذى كان يساعد "Santiago" كل مساء بعد الصيد ؟

- Manolin helped him.

- كان يساعده "Manolin" .

2. Where did Santiago and Manolin sit to eat their meal?

- أين جلس "Santiago" ومانولين ليتناولا طعامهما ؟

- They sat outside Santiago's hut.

- جلسا خارج كوخ "Santiago" .

3. Why did villagers think Santiago was unlucky? *(SB)*

- لماذا اعتقد القرويون أن "Santiago" كان سيئ الحظ؟

- Because he spent 84 days without catching a fish.

- لأنه قضى ٨٤ يومًا دون أن يصطاد سمكة.

4. How did Manolin show loyalty to Santiago even after leaving his boat? *(SB)*

- كيف أظهر "Manolin" وفاءه لـ "Santiago" حتى بعد أن ترك قاربه؟

- He still helped him carry nets and the patched sail every evening.

- لأنه ظل يساعده فى حمل الشباك والشراع المرقّع كل مساء.

5. Why does Santiago admire Joe DiMaggio? (SB)

- لماذا يُعجب "Santiago" بـ"Joe DiMaggio"؟

- Because he played with courage even in pain.

- لأنه لعب بشجاعة حتى وهو يتألم.

6. What is the importance of the number eighty-five in this chapter? (SB)

- ما أهمية الرقم خمسة وثمانين فى هذا الفصل؟

- Santiago believed the eight-fifth day would be his lucky day to catch a big fish.

- كان "Santiago" يعتقد أن اليوم الخامس والثمانين سيكون يومًا محظوظًا لصيد سمكة كبيرة.

7. What did Santiago plan to do on the eighty-fifth day?

- ماذا خطط "Santiago" أن يفعل فى اليوم الخامس والثمانين؟

- He planned to catch a big fish.

- خطط لاصطياد سمكة كبيرة.

8. How did Santiago live inside his hut?

- كيف كان يعيش "Santiago" داخل كوخه ؟

- Simply, with a bed of newspapers, one blanket, a table, a chair, and fishing tools.

- ببساطة، مع سرير من الجرائد، بطانية واحدة، منضدة، كرسى، وأدوات صيد.

Critical Thinking Questions and Suggested Answers:

1. Why do you think Hemingway describes Santiago's eyes as "clear and bright" while his body is old and weak?

- لماذا تعتقد أن "Hemingway" وصف عيناي "Santiago" بأنهما واضحتان ومضيئتان بينما جسده كان عجوزًا وضعيفًا؟

- Because they show his inner strength and hope despite his old age.

- لأنها تُظهر قوته الداخلية وأمله بالرغم من كبر سنه.

2. Why does the boy Manolin continue to help Santiago even after leaving his boat?

- لماذا استمر الفتى "Manolin" فى مساعدة "Santiago" حتى بعد أن ترك قاربه؟

- Because of his loyalty, love, and respect for him.

- بسبب الوفاء والمحبة والاحترام له.

3. In what ways does Santiago represent courage even before the big journey begins? (SB)

- بأى طرق يُمثل "Santiago" الشجاعة حتى قبل أن تبدأ الرحلة الكبرى؟

- He keeps going to the sea every day, faces laughter with dignity, and plans to go farther.

- هو يواصل الذهاب إلى البحر يوميًا، ويواجه سخرية الآخرين بكرامة، ويخطط للذهاب أبعد.

4. What role does baseball play in the old man's life? (SB)

- ما الدور الذى تلعبه لعبة البيسبول فى حياة الرجل العجوز؟

- Baseball gives him hope and inspiration, especially through his champion DiMaggio.

- البيسبول تعطيه الأمل والإلهام، خاصة من خلال بطله "DiMaggio".

5. Why does Santiago admire Joe DiMaggio so much?

- لماذا يُعجب "Santiago" بـ "DiMaggio" كثيرًا ؟

- Because he played with courage and never gave up in pain.

- لأنه لعب بشجاعة ولم يستسلم أبدًا حتى مع الألم.

6. How do Santiago's dreams of lions reveal his true character?

- كيف تكشف أحلام "Santiago" بالأسود عن شخصيته الحقيقية؟

- They show his longing for youth, strength, and freedom. - إنها تُظهر شوقه للشباب والقوة والحرية.

Choose the correct answer from a, b, c or d :

1. The villagers thought Santiago was .... because he caught nothing for 84 days.
a. clever b. lucky c. unlucky d. determined

2. .... was the boy that loved and helped Santiago.
a. Pedro b. DiMaggio c. Manolin d. Joe

3. Every evening, Manolin helped Santiago carry .... and harpoon.
a. flags b. nets c. boats d. fish

4. Santiago lived in a/an ....
a. large house b. hut made of palm leaves
c. cave by the sea d. apartment

5. What meal did Santiago and Manolin share one evening ?
a. Bread and cheese b. Fruits and milk
c. Black beans, rice, and fried fish d. Meat and potatoes

6. Joe DiMaggio is Santiago's hero in ....
a. tennis b. football c. volleyball d. baseball

7. What did Santiago plan to do on the eighty-fifth day?
a. Stop fishing b. Go farther into the sea to catch a big fish
c. Sell his boat d. Travel to Africa

8. .... are the animals Santiago dreamed of at night.
a. Lions b. Dolphins c. Horses d. Eagles

Answers

1. c	2. c	3. b	4. b	5. c	6. d	7. b	8. a

General Exercises | on Chapter 1

1. Answer the following questions :

SB Exercises:

1. How did Manolin show loyalty to Santiago even after leaving his boat?

....

2. How does Santiago show dignity in the face of failure?

....

3. Why do you think the boy still spends his evenings with Santiago?

....

4. How do the lions in Santiago's dreams symbolize youth and strength?

....

5. Why does Hemingway show the boy's loyalty, even when he fishes on another boat?

....

6. Do you think luck or skill is more important for success? Why?

....

7. In what way does Santiago's hut reflect his personality?

....

8. Why is hope so important for both Santiago and Manolin?

....

9. What role does baseball play in the old man's life?

....

10. What lesson can we learn about perseverance from this chapter?

....

El-Moasser Exercises:

11. Who was Santiago’s companion?

....

12. How did the many years of fishing affect Santiago’s hands?

....

13. What did people see when they looked into Santiago’s eyes?

....

14. Why did Manolin leave Santiago’s boat?

....

15. What three qualities did Santiago say fishing required?

....

16. What sport did Santiago love the most?

....

17. How did Santiago feel when Manolin left for his parents' house?

....

2. Choose the correct answer from a, b, c or d :

1. Santiago was an old ....
a. farmer b. fisherman c. teacher d. sailor

2. Santiago's skin was .... from the sun.
a. pale b. soft c. dark d. white

3. Santiago's hands were ....
a. clean b. rough c. smooth d. gentle

4. Santiago's eyes were as .... as the sea.
a. clear b. sad c. tired d. weak

5. Santiago returned for eighty-four days ....
a. empty-handed b. happy c. successful d. lucky

6. The younger fishermen called Santiago ....
a. strong b. salao c. hero d. winner

7. Manolin left Santiago's boat because of his ....
a. brother b. friends c. parents d. teacher

8. Santiago believed fishing needed skill, patience, and ....
a. courage b. money c. fame d. weakness

9. On the eighty-fifth day, Santiago planned to catch a big ....
a. bird b. fish c. ant d. tiger

10. Santiago dreamed of .... at night.
a. lions b. horses c. tigers d. eagles

Chapter

2

Preparing for the Great Day

I VOCABULARY

wrapped (adj)	مغلف	circle (d) (v)	يَحلّق/يَدوُر
ignore (d) (v)	يتجاهل	destiny (n)	قدر
load (ed) (v)	يحمل / يملأ	pity (n)	شفقة
sip (ped) (v)	يشرب ببطء	dock (n)	رصيف الميناء
tar (n)	مادة القار أو الاسفلت	row (ed) (v)	يجدف
dare (d) (v)	يجرؤ	bait (ed) (v) (n)	يضع الطعم/طعم (لصيد السمك)
fade (d) (v)	يختفى / يتلاشى	sardines (n)	سمك السردين
dawn (n)	الفجر	exactness (n)	دقة
rhythm (n)	نغم / إيقاع	tug at the bait	تشد الطعم
slap of waves	ضربات الأمواج	coil of lines	بكرة من الخيط
seabird (n)	طائر بحري	harbor (n)	ميناء
precision (n)	دِقّة / إحكام	seaworthy (adj)	صالح للإبحار
master (n)	خَبير/معلّم	arrange (d) (v)	يُرتِّب
patience (n)	صَبر	endurance (n)	تَحمُّل
strength (n)	قُوّة	oar (n)	مِجذاف
sweat (n)	عَرَق	stretch (ed) (v)	يتمدد
in the distance	من بعيد	horizon (n)	أفق
endless (adj)	لا نهاية لها	matter (ed) (v)	يهم
steady (adj)	ثابت / مستقر	spirit (n)	روح

Idioms and Expressions

Eight-five is my number	Belief in a symbol of luck.	الاعتقاد برمز للحظ.
Go too far	To push beyond ordinary limits.	الذهاب (الدفع) إلى ما وراء الحدود المعتادة.
Good luck	A blessing before a great challenge.	دعاء يقال قبل تحدى كبير.
The sea waits	Personification showing the sea as a living test.	تشخيص يظهر البحر كاختبار حى.
Farther than others dare	Bravery in risk - taking.	الشجاعة فى مواجهة المخاطر.

II CHAPTER TWO IN POINTS

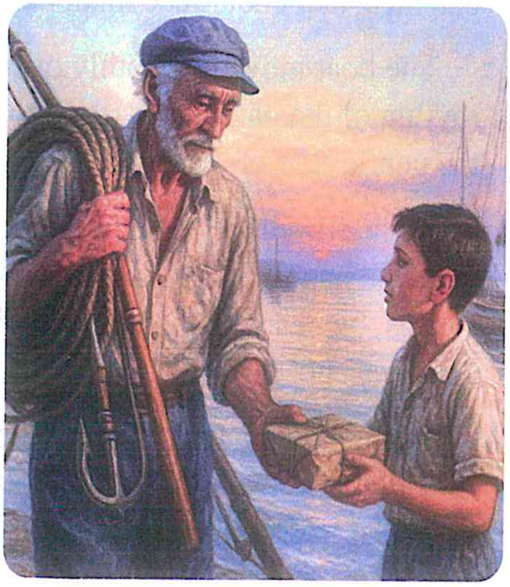
Preparing for the Great Day

1. Santiago woke up very early before sunrise, enjoying the dark sky full of stars.
2. Manolin was already waiting for him, carrying beans, rice, and coffee as a gift for the old man.
3. Santiago thanked him gratefully and explained that he would need his strength for the hard day ahead.
4. Together, they carried the fishing lines, the harpoon, the gaff, and the patched sail that looked like the flag of defeat.
5. As they walked to the harbor, some fishermen greeted Santiago with respect while others looked at him with pity.
6. Santiago did not care about their opinions and walked proudly toward his small wooden skiff.
7. The boat was old but still strong enough, and Manolin arranged the lines in neat coils for him.
8. The boy asked again to join Santiago, but the old man told him to stay with the lucky boat.
9. They sat together for a short time, drinking warm coffee and talking about Santiago's lucky number, eighty-five.
10. When dawn arrived, Santiago pushed the boat into the sea, rowing alone with steady arms.
11. He listened to the sounds of the sea, remembered his youth in Africa, and felt at home on the water.
12. Far from the shore, he carefully baited his lines with fresh sardines and waited patiently for the big fish.
13. Even when the heat grew strong, Santiago stayed calm and hopeful, watching a circling bird that promised fish nearby.

III TEXT OF CHAPTER TWO

In the early morning, before the sun rose, Santiago woke up 1. The sky was dark and full of stars. He loved this hour, when the village was quiet and the sea whispered in the distance. He put on his old trousers, picked up his coil of lines, and stepped outside his small hut.

The boy, Manolin, was already waiting for him. He carried food wrapped in paper-a gift for Santiago. "Here, old man. Some black beans, rice, and a little coffee," he said proudly.



Suggested Questions

1 When did Santiago wake up ?

Santiago accepted it gratefully. “You are good to me, boy. I will need my strength today.”

The boy helped him carry the lines, gaff, harpoon, and the sail, which was patched many times and looked like the flag of defeat. But Santiago carried it with pride, for he believed the sail would take him to his destiny.

As they walked toward the harbor, they passed other fishermen preparing their boats. Some greeted Santiago with respect, while others looked at him with pity. Santiago ignored both. He knew what he must do.

They reached the small wooden skiff, Santiago’s boat. It was old but seaworthy. The boy loaded the gear carefully, arranging the lines in neat coils so they would run freely when needed.

“Can I come with you?” Manolin asked.

“You are with a lucky boat now,” Santiago replied. “Stay with them. I will manage alone. But when I catch the big one, you will help me carry it back.”

The boy’s eyes shone. “I believe in you, old man.”

They sat together for a moment on the dock, sipping the warm coffee from tin cups. The air smelled of salt and tar, and the sea waited silently. Santiago looked at the horizon.

“Eighty-five is my number,” he said. “Today, I will go far out. Farther than the others dare to go.”

The boy nodded. “You always go too far.”

Santiago smiled. “That is where the big fish live.”

When the stars began to fade and the first light of dawn touched the water, Santiago pushed his boat away from the shore. The boy held the rope for a moment, then let go.

“Good luck, old man,” Manolin said softly.

“Good luck,” Santiago answered, though he believed luck was only part of the story. Skill, patience, and endurance mattered more.

The boat moved smoothly over the calm water. Santiago rowed with steady arms, feeling the rhythm of the oars. He listened to the sounds of the sea: the splash of fish, the cries of seabirds, the gentle slap of waves. He felt at home.

As he rowed, he thought about his life. He remembered when he was young and strong, when he had sailed to Africa and seen lions playing on the golden beaches. He remembered storms, battles with giant fish, and long nights on the open sea [2]. He was old now, but his spirit was not broken.

Suggested Questions

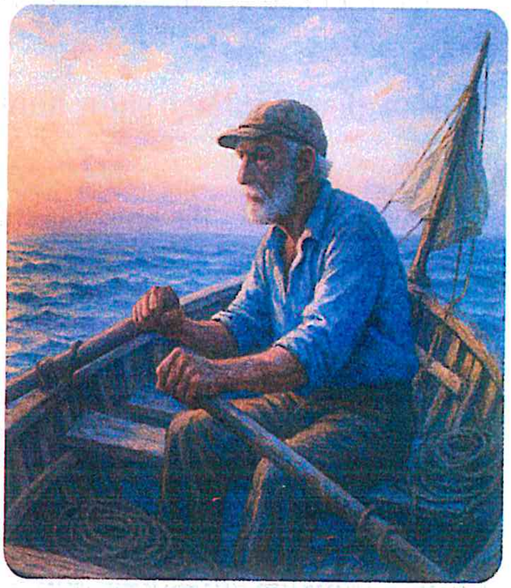
2 What did Santiago remember as he rowed ?

By sunrise, he was far from the shore. He could no longer see the lights of the village. The sea stretched wide and endless around him. Other boats had stopped closer in, but Santiago kept going. He wanted to be alone where no one else dared to fish.

At last, he stopped and prepared his lines. He baited them carefully with fresh sardines and lowered them into the deep blue water, at different depths. He worked with the precision of a master, for he believed that exactness brought luck.

Then he sat back, holding the line gently between his fingers, feeling every movement below. He waited, patient as always. The sun climbed higher, and the sea shone like glass.

The old man thought of the boy and smiled. “He has hope,” Santiago whispered to himself. “It is good for a man to have hope. Without it, he is nothing.”



All morning he waited. Small fish tugged at the bait, but he ignored them. He was looking for something greater, something worthy of all his strength.

By noon, the heat was strong, and sweat ran down his back. But Santiago did not complain. He kept his eyes on the sea, his hands ready, his heart steady. He was prepared for the great test.

Far out, a bird circled over the water. Santiago watched it carefully. “Where the bird circles, there are fish,” he said aloud. His eyes followed the movement, and deep inside, he knew that soon, his moment would come.

IV QUESTIONS & ANSWERS

SB & El-Moasser Exercises:

1. What was the sky like when Santiago woke up ?

- كيف كان شكل السماء عندما استيقظ "Santiago" ؟

- It was dark and full of stars.

- كانت مظلمة ومليئة بالنجوم.

2. What food did Manolin bring ?

- ما الطعام الذى جلبه "Manolin" ؟

- Black beans, rice, and a little coffee.

- فول أسود وأرز وقليل من القهوة.

3. How did the boy help prepare the boat for the journey ? *(SB)*

- كيف ساعد الصبى فى تجهيز القارب للرحلة ؟

- He carried the lines, gaff, harpoon, and the patched sail, and he loaded the gear carefully, arranging the lines in neat coils.

- حمل الحبال والمِخطاف والرمح والشراع المرقع، كما حمّل المعدات بعناية ورتب الحبال فى لفات منظمة.

4. Why does the patched sail symbolize Santiago's past struggles ? *(SB)*

- لماذا يرمز الشراع المرقع إلى صراعات "Santiago" الماضية ؟

- Because it looked like the flag of defeat, showing his hardships, but Santiago carried it with pride.

- لأنه بدا مثل علم الهزيمة، مما يوضح معاناته، لكن "Santiago" حمله بفخر.

5. How did the other fishermen react to Santiago as he passed ?

- كيف كان رد فعل الصيادين تجاه "Santiago" ؟

- Some greeted him with respect, others looked at him with pity.

- بعضهم حيّاه باحترام، وآخرون نظروا إليه بشفقة.

6. Why did some fishermen pitied Santiago ? - لماذا شعر بعض الصيادين بالشفقة تجاه "Santiago" ؟

- They looked at him with pity for his repeated failures.

- نظر إليه بعض الصيادون بشفقة بسبب إخفاقاته المتكررة.

7. How does Santiago show humility when talking with the boy ? *(SB)*

- كيف يُظهر "Santiago" التواضع عندما يتحدث مع الصبى ؟

- Santiago thanks the boy gratefully for the food and admits that he needs strength for the day.

- يشكر "Santiago" الصبى بامتنان على الطعام، واعترف أنه يحتاج إلى القوة ليومه.

8. What does the early morning setting tell us about Santiago's character ? *(SB)*

- ماذا يخبرنا مشهد الصباح الباكر عن شخصية "Santiago" ؟

- The early morning calm and his love for the sea show that Santiago is patient, and deeply connected to nature.

- هدوء الصباح الباكر وحبه للبحر يبينان أن "Santiago" صبور ومرتبط بالطبيعة ارتباطًا عميقًا.

Critical Thinking Questions and Suggested Answers

1. What does Santiago's lucky number, eighty-five suggest about his character ?

- ماذا يشير رقم الحظ «خمسة وثمانون» فى شخصية "Santiago" ؟

- It shows his faith and determination that success will come. يدل على إيمانه وعزيمته بأن النجاح سيأتى.

2. How do Santiago's memories of lions symbolize his spirit ?

- كيف ترمز ذكريات "Santiago" عن الأسود إلى روحه ؟

- They symbolize youth, strength, and an unbroken spirit. - ترمز إلى الشباب والقوة وروح لا تنكسر.

3. Why is hope described as necessary for man ? - لماذا وُصف الأمل بأنه ضرورى للإنسان ؟

- Because without hope, a man has nothing and cannot continue.

- لأنه بدون الأمل لا يملك الإنسان شيئًا ولا يستطيع الاستمرار.

4. How does Hemingway create an atomsphere of hope at the start of Santiago's journey ? *(SB)*

- كيف يخلق "Hemingway" جوًّا من الأمل فى بداية رحلة "Santiago" ؟

- Hemingway shows hope through Santiago's words : "Eighty-five is my number. Today I will go far out. Farther than the others dare to go."

- يظهر "Hemingway" الأمل من خلال كلمات "Santiago" : «الخمسة والثمانون هو رقمى. اليوم سأذهب بعيدًا، أبعد مما يجرؤ الآخرون على الذهاب».

5. Why do you think Santiago is described as both pitied and respected by others ? *(SB)*

- لماذا تعتقد أن "Santiago" وُصف بأنه مَحط احترام وشفقة الآخرين فى نفس الوقت ؟

- Becasue some fishermen greeted him with respect, while others looked at him with pity as he prepared his boat.

- لأن بعض الصيادين حيّوه باحترام، بينما نظر إليه آخرون بشفقة وهو يجهز قاربه.

6. How does the patched sail act as a metaphor for human struggle ? *(SB)*

- كيف يجسد الشراع المرقع صورة مجازية للصراع الإنسانى ؟

- The patched sail "looked like the flag of defeat," but Santiago carried it with pride, symbolizing resilience despite hardships.

- بدا الشراع المرقع «مثل علم الهزيمة»، لكن "Santiago" حمله بفخر، مما يرمز للصمود رغم الصعاب.

7. What does Santiago's decision to fish farther than others reveal about his spirit ?

- ماذا تكشف رغبة "Santiago" فى الصيد أبعد من الآخرين عن روحه ؟

- It shows his courage and determination, as he said, "That is where the big fish live"

- تكشف عن شجاعته وعزيمته، حيث قال : «هناك تعيش الأسماك الكبيرة».

Choose the correct answer from a, b, c or d :

1. Manolin brought food wrapped in ....
a. paper b. glass c. wood d. stone

2. The boy carried the lines, gaff, harpoon, and the ....
a. robe b. table c. basket d. sail

3. Santiago believed the sail would take him to his ....
a. destiny b. family c. house d. school

4. The boat was old but ....
a. weak b. broken c. dirty d. seaworthy

5. The old man's small wooden boat was called a ....
a. sail b. gear c. harpoon d. skiff

6. Santiago prepared his lines with .... like a master.
a. carelessness b. rhythm c. calmness d. precision

7. Santiago told Manolin to stay with a/an .... boat.
a. fast b. enormous c. lucky d. modern

8. Santiago baited his fishing .... carefully with sardines.
a. harpoons b. lines c. sails d. boots

Answers

1. a	2. d	3. a	4. d	5. d	6. d	7. c	8. b

General Exercises | on Chapter 2

1. Answer the following questions :

SB Exercises:

1. Why did Santiago choose to go farther than the other fishermen ?
……………………………………………………………………………………………

2. What does Santiago mean by saying "without hope, a man is nothing" ?
……………………………………………………………………………………………

3. How does Santiago's preparation show the value of patience and skill ?
……………………………………………………………………………………………

4. How is Manolin's loyalty important for the old man's dignity ?
……………………………………………………………………………………………

5. Do you think luck or preparation is more important in life ? Why ?
……………………………………………………………………………………………

6. How does this chapter prepare readers for the great challenge to come ?
……………………………………………………………………………………………

7. In what way does Santiago's skiff represent his life ?
……………………………………………………………………………………………

8. Why might Hemingway show Santiago rowing in silence at sunrise ?
……………………………………………………………………………………………

9. How does Santiago's belief in hope make him a symbol of resilience ?
……………………………………………………………………………………………

El-Moasser Exercises:

10. What kind of boat did Santiago have ?
……………………………………………………………………………………………

11. What was Santiago's lucky number ?
……………………………………………………………………………………………

12. What did Santiago believe mattered more than luck ?
……………………………………………………………………………………………

13. What animals did Santiago see in Africa when he was young ?
……………………………………………………………………………………………

14. Where did Santiago want to fish ?
……………………………………………………………………………………………

15. What bait did Santiago use ?
……………………………………………………………………………………………

16. What did Santiago ignore while waiting for the big fish ?

....

17. What did Santiago believe about the patched sail ?

....

18. How did Santiago respond to respect and pity from others ?

....

19. What did Santiago and the boy drink together on the dock ?

....

20. What did Santiago do when the stars faded and dawn came ?

....

21. What did Santiago do with the sardines he had ?

....

22. What does the image of the bird circling above the water symbolize ?

....

23. Why is Santiago's determination of fish alone important to the story ?

....

24. How does the contrast between Santiago's old age and his strong spirit affect the reader ?

....

2. Choose the correct answer from a, b, c or d :

1. Santiago believed in skill, patience, and ....

a. endurance b. money c. food d. silence

2. Santiago remembered lions playing on the golden ....

a. roads b. beaches c. fields d. houses

3. Santiago remembered storms, battles, and long ....

a. nights b. doors c. beds d. papers

4. Santiago baited his lines with fresh ....

a. flowers b. apples c. sardines d. stones

5. Santiago whispered, "It is good for a man to have .... "

a. hope b. money c. land d. books

6. Although the .... was strong. Santiago didn't complain.

a. wave b. wind c. heat d. rain

Chapter 3 The Big Fish Bites

I VOCABULARY

forehead (n)	جبهة	bright (adj)	لامع
tuna (n)	سمك التونة	powerful (adj)	قوي/ذو قوة
pain (n)	ألم	steadily (adv)	بثبات
endurance (n)	تحمّل	eternal (adj)	أبدي - دائم
shoulders (n)	أكتاف	fight (v)	يقاتل
strain (n)	إجهاد	surrender (ed) (v)	يستسلم
wipe (d) (v)	يمسح / يزيل	whisper (ed) (v)	يهمس
splash (ed) (v)	يتناثر / يرش	swallow (ed) (v)	يبتلع
beat (v)	يدق / يخفق	pulled tight	يشد بإحكام
tremble (d) (v)	يرتعش	firm (adj)	صارم / حازم
warning (n)	تحذير	hook (ed) (v) (n)	يعلق / يصطاد - خطاف
tighten (ed) (v)	يحكم - يضيق	unstoppable force	قوة لا تقهر
brace his feet	يثبت قدمه	battle (n)	معركة
struggle (n)	صراع	tow (ed) (v)	يسحب / يجر

Idioms and Expressions

"Take it, big one"	Encouragement to embrace a challenge fully.	التشجيع على مواجهة التحدي بقوة.
"Hooked"	Caught firmly, with no escape.	ممسوك بإحكام ، بلا مفر.
"My brother, the fish"	Expression of respect even for an enemy.	تعبير عن الاحترام حتى للعدو.
"Cut into his hands"	Symbol of sacrifice through pain.	رمز التضحية من خلال الألم.
"May the best of us win"	Fairness in a struggle.	العدل فى صراع أو منافسة.

II CHAPTER THREE IN POINTS

1. The sun was high in the sky, and the sea shone with a bright, hard light while Santiago wiped the sweat from his forehead and kept watching the bird circling above.
2. When the bird suddenly dived and the water splashed, small tuna jumped in fear, showing Santiago that a much larger fish was close by.

3. Santiago's heart began to beat faster as he felt the fishing line tremble slightly in his fingers, knowing that this was the moment he had been waiting for.
4. Santiago allowed the fish to take the bait slowly, whispering to it to eat well because he understood the ways of big fish.
5. Suddenly, the line pulled hard and cut into his hand, and Santiago realized that the great fish was hooked at last.
6. The powerful fish swam steadily out into the deep open sea, pulling the small boat farther and farther away from land with unstoppable force.
7. Santiago held the line firmly and let the fish run, feeling its huge strength even as the line cut into his skin.
8. For many long hours, Santiago drank some water and ate a small piece of tuna to keep his energy, knowing the fight would last for a long time.
9. As the sun went down, the fish still swam deep, and Santiago spoke softly to it, calling it his brother, but promising not to let it go.
10. During the long night, Santiago's back ached and his arms trembled, but he refused to give up, even when the line burned his hands.
11. He remembered Joe DiMaggio, who played baseball with pain in his heel, and took courage from the idea that pain did not matter as long as patience remained.
12. Santiago tied the line across his shoulders to share the strain, ate another piece of fish for strength, and wished the boy had been there to see the greatness of this fish.
13. When dawn came again, the line was still tight and strong, and Santiago spoke aloud to the fish, saying they were joined together in a battle where only the best one would win.

III TEXT OF CHAPTER THREE

The Big fish Bites

The sun was high now, and the sea shone with a hard, bright light. Santiago wiped the sweat from his forehead and watched the bird circling. The old man knew that the bird was looking for fish near the surface. Suddenly, the bird dived straight down, and the water splashed 1 . Small tuna jumped in the air, frightened by something larger below.

Suggested Questions

1 What did Santiago see that showed him a big fish was near?

Santiago's heart beat faster. He studied the lines with calm eyes, but inside he was excited. He had been waiting for this moment. His fingers felt the line tremble slightly. Then, without warning, the line began to move slowly, steadily. Something powerful was taking the bait.

The old man held the line carefully. He did not pull. He let the fish eat. He knew the ways of big fish. They circled, tested, and swallowed slowly. Santiago whispered, "Take it, big one. Take it well."

Then the line tightened hard, cutting deep into his hand 2. The fish was hooked. Santiago braced his feet and leaned back. The line stretched out into the deep water with unstoppable force. The boat began to move slowly, pulled by the fish.

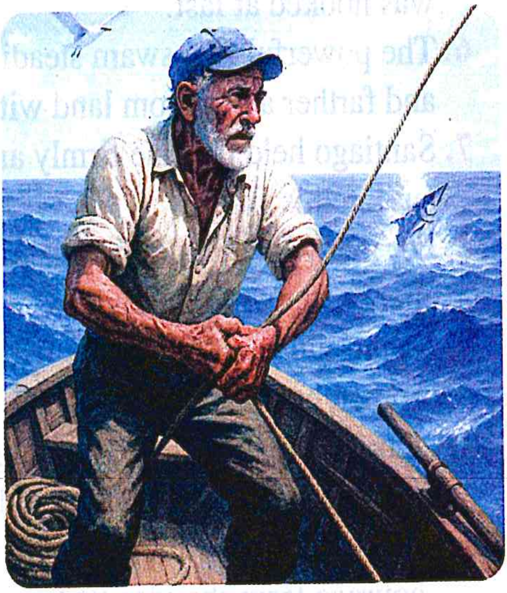
Suggested Questions

2 What happened when the line tightened in Santiago's hand?

"He is strong," Santiago said aloud. "He will show me what strength is."

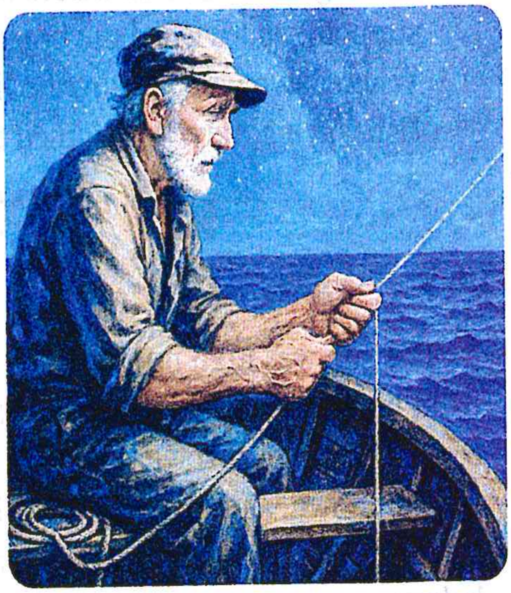
The fish did not jump. It swam steadily out into the open sea, far from all other boats. Santiago let it run, his hands steady though the line cut into his skin. He felt the power of the great creature below, pulling him farther and farther away from land.

For hours, the fish swam on, and the boat followed. Santiago drank a little water and ate a piece of tuna he had caught earlier for bait. He needed strength, for this battle would not end quickly.



As the sun went down, the line still pulled tight, and the fish still swam deep. The old man spoke to it softly: "Fish, you are my brother. But I will not let you go. I will fight with all my heart to take you."

Night fell, and the stars came out. The boat moved quietly through the dark water. Santiago felt the line burning into his hands, but he held firm. His back ached, his arms trembled, but he would not surrender.



He remembered Joe DiMaggio playing baseball with pain in his heel. "If DiMaggio could play with pain, I can fight this fish," Santiago thought. "Pain does not matter. Only endurance matters." 3

The fish towed the boat all night. Santiago could not sleep. He tied the line across his shoulders to take some of the strain, but he never let go. He ate another piece of fish to keep his strength.

Suggested Questions

3 What did Santiago whisper to himself when he remembered Joe DiMaggio?

Sometimes, he thought of the boy. "I wish the boy were here," he whispered. "He would help me, and he would see what a great fish this is."

But Santiago was alone, and he knew this was his fight. The sea was silent except for the sound of water against the boat. The old man felt small under the wide sky, but also strong. He was part of the sea, part of the stars, part of the eternal struggle between man and nature.

As dawn began to break again, Santiago looked at the line. It still cut hard into the water, strong and deep. The fish had not tired. Neither had he.

The old man said aloud: "Now we are joined, fish, you and I. You are pulling me, and I am pulling you. May the best of us win." **4**

Suggested Questions

4 How did Santiago describe his connection with the fish at dawn?

IV QUESTIONS & ANSWERS

SB & El-Moasser Exercises:

1. What did Santiago see that show him a big fish was near ?

- ماذا رأى "Santiago" الذى أظهر له وجود سمكة كبيرة قريبة ؟

- The bird dived straight down, and the water splashed.

- قام الطائر بالغوص إلى أسفل وتناثر الماء.

2. What jumped in the air, frightened by something larger?

ما الذي قفز في الهواء خائفًا من شيء أكبر منه؟

- Small tuna.

سمك التونة الصغير.

3. Why did Santiago wait instead of pulling the line immediately? *(SB)*

لماذا انتظر "Santiago" بدلاً من سحب الخيط فورًا؟

- He did not pull the line to let the fish eat. He knew the ways of big fish. They circled, tested, and swallowed slowly.

لم يسحب الخيط لكى يترك السمكة تأكل. كان يعرف طرق الأسماك الكبيرة. إنها تدور وتتذوق وتبتلع ببطء.

4. How does the bird help Santiago know that fish are near? *(SB)*

كيف ساعد الطائر "Santiago" في معرفة أن السمك قريب؟

- Santiago knew that the bird was looking for fish near the surface. Suddenly, the bird dived straight down, and the water splashed.

- كان "Santiago" يعرف أن الطائر يبحث عن سمك بالقرب من السطح. وفجأة غاص الطائر إلى اسفل، وتناثر الماء.

5. What does the tuna jumping show about the sea? (SB) **ماذا يبين قفز سمكة التونة عن البحر؟**

- Small tuna jumped in the air, frightened by something larger below.

- قفزت سمكة التونة الصغيرة في الهواء، خائفة من شيء أكبر تحتها.

6. What did Santiago do with the line when he felt the fish pulling strongly ?

- ماذا فعل "Santiago" عندما شعر أن السمكة تسحب الحبل بقوة ؟

- He braced his feet, leaned back and held the line carfully. - ثبت قدمية، واتكأ للخلف وأمسك الحبل بحذر.

7. What cut into Santiago's hands ? **- ما الذى جرح يد "Santiago" ؟**

- The line. - الخيط.

8. Why did Santiago call the fish his "brother" ? **- لماذا اطلق "Santiago" على السمكة اسم «اخيه» ؟**

- Because he respected the fish even though it was his enemy.

- لأنه كان يحترم السمكة على الرغم من إنها عدوته.

9. How did Santiago encourage himself during the struggle ?

- كيف شجع "Santiago" نفسه أثناء الصراع ؟

- He said to himself : "Pain doesn't matter. Only endurance matters".

- قال لنفسه : «الألم لا يهم، المهم فقط هو التحمل».

Critical Thinking Questions and Suggested Answers

1. How does Hemingway use the bird to symbolize guidance and hope? (SB)

كيف استخدم "Hemingway" الطائر ليرمز إلى الهداية والأمل؟

- Hemingway shows the bird circling and diving to guide Santiago to the presence of fish, symbolizing nature helping him and giving him hope.

يُظهر "Hemingway" الطائر وهو يحلّق ثم يغوص ليرشد (Santiago) على وجود السمك، مما يرمز إلى أن الطبيعة تساعده وتمنحه الأمل.

2. Why does Santiago speak to the fish as if it were human? (SB)

لماذا يتحدث "Santiago" إلى السمك وكأنه إنسان؟

- Santiago speaks to the fish as a "brother," showing his respect for its strength and his feeling of connection in their struggle.

يتحدث "Santiago" إلى السمك باعتباره «أخًا»، مُظهرًا احترامه لقوته وشعور بالارتباط به في صراعهما.

3. What does Santiago's refusal to surrender reveal about his values?

ماذا يكشف رفض "Santiago" للاستسلام عن قيمه؟

- It shows his belief in dignity, perseverance, and the idea that true success comes from never giving up.

يكشف عن إيمانه بالكرامة والمثابرة، وعن فكرته أن النجاح الحقيقي يأتي من عدم الاستسلام أبدًا.

4. Why does Santiago accept pain as part of the struggle ? (SB)

- لماذا تقبل "Santiago" الألم كجزء من الكفاح ؟

- Because he believes that pain is temporary, but endurance brings honor and victory.

- لأنه يعتقد أن الألم مؤقت، لكن التحمل يجلب الشرف والانتصار.

5. How do you think Santiago's loneliness affect the meaning of his struggle?

في رأيك كيف يؤثر شعور "Santiago" بالوحدة على معنى صراعه؟

- His loneliness makes the struggle more heroic, as he faces the fish and nature without help, relying only on his spirit.

تجعل وحدته الصراع أكثر بطولية، حيث يواجه السمكة والطبيعة بلا مساعدة، معتمدًا فقط على روحه المعنوية.

6. Why does Santiago see the fish as both an enemy and a brother?

لماذا يرى "Santiago" السمكة كعدو وأخ في نفس الوقت؟

- Because he respects its strength and feels connected to it, but also knows he must defeat it to survive.

لأنه يحترم قوتها ويشعر بالارتباط بها، لكنه يعلم أيضًا أنه يجب أن يهزمها ليبقى على قيد الحياة.

7. What does the steady, deep swimming of the fish suggest about its nature? (SB)

ماذا تدل السباحة العميقة والثابتة للسمكة عن طبيعتها؟

- The steady, deep swimming suggests the fish is powerful, patient, and determined.

تدل السباحة العميقة والثابتة أن السمكة قوية وصبورة وذات عزيمة.

Choose the correct answer from a, b, c or d :

1. Santiago wiped the .... from his forehead.

a. dust b. sweat c. blood d. water

2. The bird was circling because it was looking for ....

a. clouds b. fish c. boats d. stars

3. When the bird dived straight down, the .... splashed.

a. seaweed b. water c. sand d. rocks

4. Small .... jumped in the air, frightened by something larger below.

a. tuna b. dolphins c. crabs d. whales

5. Santiago's .... beat faster when he saw the bird dive.

a. heart b. eyes c. hands d. feet

6. Santiago studied the .... with calm eyes.

a. waves b. lines c. stars d. birds

7. What did the bird circling above the water signal ? (SB)

a. A storm was coming b. Fish were near the surface
c. The sun was too bright d. Santiago was close to land

8. What happened when the bird dived into the sea ? (SB)

a. It caught a big fish b. Tuna jumped, scared of a larger fish below
c. Santiago caught the bird d. The boat rocked in the waves

9. How did Santiago react when the line first moved ? (SB)

a. He pulled hard immediately b. He cut the line
c. He held it carefully and waited d. He asked another fisherman for help

10. What cut into Santiago's hands? (SB)

a. A knife b. The fish's teeth c. The line d. The tuna

Answers

1. b	2. b	3. b	4. a	5. a	6. b	7. b	8. b	9. c	10. c

احرص على اقتناء
EL-MOASSER
فى اللغة الإنجليزية
للصف الأول الثانوى
الفصل الدراسى الثانى

General Exercises | on Chapter 3

1. Answer the following questions :

SB Exercises

1. What shows Santiago's determination through the night?
....

2. Why does Santiago wish the boy was with him?
....

3. How does the night sky affect Santiago's thoughts?
....

4. What does Santiago mean when he says, "May the best of us win"?
....

5. How does the sea act as both a friend and an enemy in this chapter?
....

6. Why does Hemingway describe Santiago as part of the sea and the stars?
....

7. Do you think Santiago is fighting the fish, or is he fighting himself? Explain.
....

El-Moasser Exercises

8. What happened when the line tightened hard?
....

9. What did Santiago do with his feet when the fish was hooked?
....

10. What began to move slowly, pulled by the fish?
....

11. Where did the fish pull Santiago?
....

12. What did Santiago feel about the great creature below?
....

13. What did Santiago drink and eat after hours of struggle?
....

14. What did Santiago say softly to the fish at sunset?

....

15. What lesson did Santiago take from DiMaggio?

....

16. Why did Santiago tie the line across his shoulder ?

....

17. What did Santiago whisper about the boy?

....

2. Choose the correct answer from a, b, c or d :

1. The line tightened hard, cutting into his ....
   a. back   b. foot   c. hand   d. arm
2. The fish was .... on Santiago's line.
   a. hooked   b. lost   c. free   d. gone
3. The boat began to move slowly, pulled by the big ....
   a. wind   b. fish   c. current   d. sail
4. The fish swam steadily out into the .... sea.
   a. dark   b. calm   c. open   d. hot
5. Santiago felt the .... of the great creature below.
   a. power   b. weakness   c. silence   d. fear
6. Santiago ate a piece of .... he had caught earlier and drank some water.
   a. tuna   b. bread   c. sardine   d. crab
7. Santiago said softly, "Fish, you are my ....".
   a. friend   b. brother   c. enemy   d. prize
8. Santiago's back ...., and his arms trembled.
   a. healed   b. ached   c. stretched   d. rested
9. Santiago thought, "Pain does not matter. Only .... matters."
   a. luck   b. weakness   c. endurance   d. skill
10. Santiago wished the .... was with him.
    a. fish   b. bird   c. boy   d. star
11. Santiago was part of the eternal struggle between man and ....
    a. fish   b. sea   c. nature   d. stars

Chapter **4**

A Battle of Strength and Will

I VOCABULARY

turned to pale blue	تحولت للون الأزرق الباهت	coast (n)	ساحل
his spirit unbroken	معنوياته لم تنهزم	pride (n)	فخر
stretched tight	مشدود بإحكام	rest (ed) (v)	يستريح
there is no other way	لا يوجد حل آخر	rough (adj)	خشن
shift (ed) (v)	يبدل	hemp (n)	حبل من الألياف
shade his eyes	غطى عينيه ليحميها من الضوء	palms (n)	راحة اليد (الكف)
endure (d) (v)	يتحمل	chew (ed) (v)	يمضغ
surge (d) (v)	يندفع بقوة	clench (ed) (v)	يطبق / يضغط بإحكام
ignore the pain	يتجاهل الألم	admire (d) (v)	يعجب بـ
give in	يستسلم	creature (n)	مخلوق / كائن
loneliness (n)	وحدة	wise (adj)	حكيم
companionship (n)	رفقة / صحبة	effort (n)	مجهود
sparingly (adv)	باعتدال/ بحذر	bleed (v)	ينزف
exhaustion (n)	إرهاق - تعب	raw (adj)	غير مطهى
gulf (n)	خليج	noble (adj)	نبيل
spirit (n)	روح - عزيمة	explosion (n)	إنفجار
exhausted (adj)	متعب للغاية	in awe	بإعجاب شديد مع رهبة واحترام
stiff (adj)	صلب / متيبس	youth (n)	شباب
drag (ged) (v)	يسحب/ يجر	cascade (d) (v)	يتدفق / ينهمر

Idioms and Expressions

You are my brother, fish	A bond between man and nature.	الرابطة بين الإنسان والطبيعة.
Pain doesn't matter	Endurance is more important than suffering.	التحمل أفضل من المعاناة.
The sea tests me	Nature as a challenger.	تحدى الطبيعة.
Killing me, fish	Recognition of the fish's power.	اعترافًا بقوة السمكة.

II CHAPTER FOUR IN POINTS

1. The morning sun rose over the sea as Santiago, exhausted and sleepless, sat stiff with cut hands and an aching back, but with eyes still clear and spirit unbroken.
2. The great fish continued to drag the boat farther into the gulf, leaving Santiago alone yet filled with pride at the unseen struggle.
3. Santiago whispered to the fish, calling it his brother, yet admitting he must kill it because there was no other way.
4. To rest his hands, he shifted the line to his shoulders, ate a piece of tuna slowly, and prepared for a long battle that could last days.
5. By noon, the fish pulled harder, cutting Santiago's skin deeply, but he braced himself, clenched his teeth, and held firm despite the sweat pouring down his face.
6. Santiago admired the creature's wisdom, believing it was too clever to show itself too soon, though he knew it must eventually rise.
7. In the hot sun, Santiago's muscles cramped and ached, but he thought of Joe DiMaggio's courage playing with pain and repeated to himself that endurance was what mattered.
8. At night, the fish surged powerfully, almost pulling Santiago down, but though his hands bled freely, he refused to give in.
9. Under the stars, Santiago felt both lonely and accompanied, tied to the great fish by the line and strengthened by memories of lions on the beaches of Africa.
10. The next morning, the marlin leapt high, longer than the boat and shining silver in the sunlight, leaving Santiago amazed by its beauty and size.
11. Santiago whispered that the marlin was noble, strong, and full of spirit, but still declared his determination to kill it with all his strength.
12. For two days and nights, Santiago fought without sleep, eating raw fish and drinking little, his body broken but his will like iron.
13. On the third dawn, near exhaustion, Santiago felt his raw hands and burning eyes, yet he still held firm as the tired marlin swam slower, whispering that it was now a battle of life or death.

III TEXT OF CHAPTER FOUR

The morning sun rose golden over the sea, and the sky turned from black to pale blue. Santiago had not slept. His body was stiff, his hands were cut from the line, and his back ached 1 from leaning against the pull of the great fish. Yet his eyes were clear, and his spirit unbroken.

Suggested Questions

1 What physical condition was Santiago in when the sun rose over the sea?

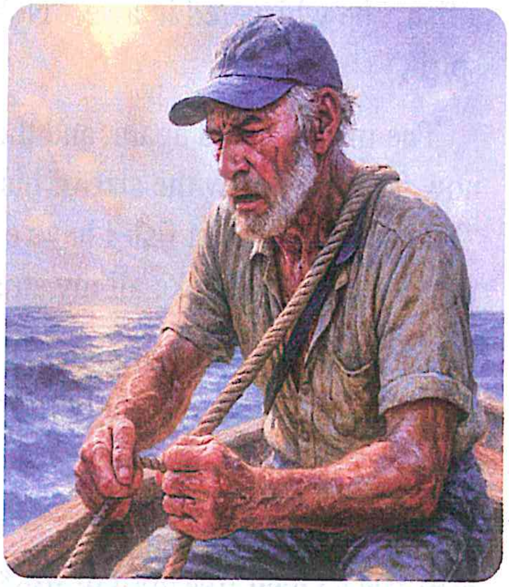
The fish still swam powerfully, dragging the boat farther out into the gulf. Santiago knew they were alone now, far from other fishermen, far from the coast [2]. But he did not feel fear. Instead, he felt pride. "No one will see this fight," he said aloud, "but I will know it, and so will the fish."

Suggested Questions

[2] Why did Santiago say, "No one will see this fight, but I will know it, and so will the fish"?

He looked at the line, stretched tight into the water. "You are my brother, fish," he whispered, "but I must kill you. There is no other way."

To rest his hands, Santiago shifted the line across his shoulders, letting the rough hemp bite into his back instead of his palms. He breathed deeply and ate another piece of tuna, chewing slowly. He knew he must save his strength. The battle was not about hours, but days.



By noon, the fish suddenly pulled harder, and Santiago braced himself. The line cut deeper into his skin, but he did not let go. His teeth clenched, sweat poured down his face. For a moment, he thought the fish might leap, but it did not. Instead, it dove deeper, dragging the skiff slowly along.

The old man admired the creature's power. "He has not shown himself yet," he thought. "He is too wise. But soon, he must come up."

The hours passed. The sun burned hot, and Santiago shaded his eyes. His muscles cramped, but he stretched them against the pain. He thought again of Joe DiMaggio [3], who played baseball with a bone spur in his heel. "If he could play with pain, I can fight with pain," Santiago repeated. "I am only an old man, but I can endure."

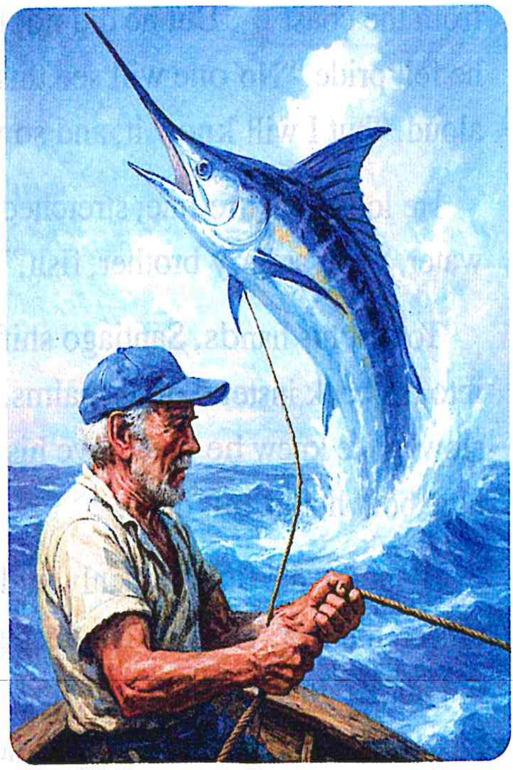
Suggested Questions

[3] What memory gave Santiago strength when his muscles cramped in the hot sun?

That night, the fish made a great move. It surged suddenly, pulling the boat faster than ever. Santiago almost fell, but he held on, his body trembling with the effort. His hands bled freely, but he ignored the pain.

"You are killing me, fish," he said aloud, "but you have the right. Never have I seen such a strong one. But I will not give in."

When the stars came out again, Santiago felt both loneliness and companionship. He was alone on the sea, but the fish was with him, bound by the line between them. He looked up at the stars and remembered the lions of his youth, playing on the beaches of Africa. That dream gave him strength.



The next morning, the fish finally rose. Santiago saw the line move up, felt the great force lifting. Then, in a sudden explosion, the marlin leapt high into the air. It was enormous—longer than the boat itself, silver in the sunlight, shining like a living sword. Water cascaded from its body as it crashed back into the sea.

Santiago's heart jumped. "Never have I seen such a fish," he whispered in awe. "Noble, strong, and full of spirit."

The marlin dived again, and the struggle continued. But now Santiago knew the size of his enemy. He spoke softly: "You are the greatest fish I have ever fought. I will kill you, though it will take all my strength."

For two days and two nights, the battle continued. Santiago did not sleep. He ate little, only raw fish, and drank sparingly from his water bottle. His body was broken, but his will was like iron.

At times he pitied the fish. "You are killing yourself for me," he said. "I love you, but I must take you. A man was born to work, to fight, to suffer, and to win."

When the third dawn came, Santiago was near exhaustion. His eyes burned, his hands were raw, his back felt as if it would break. Yet the line still held tight. The marlin swam slower now, tired but still strong.

Santiago whispered to the sea, to the fish, to himself: "It is you or me. May God help us both." 4.

Suggested Questions

4 What did Santiago whisper at the end when he was near exhaustion?

IV QUESTIONS & ANSWERS

SB & El-Moasser Exercises:

1. Why does Santiago feel pride instead of fear when far from land? (SB)

- لماذا شعر "Santiago" بالفخر بدلًا من الخوف عندما كان بعيدًا عن اليابسة ؟

- Because he valued the greatness of the struggle itself, saying, "No one will see this fight, but I will know it, and so will the fish.".

- لأنه قدّر عظمة الصراع نفسه، وقال: "لن يرى أحد هذه المعركة، لكنني سأعرفها، وكذلك السمكة".

2. What does shifting the line across his shoulders show about Santiago's endurance? *(SB)*

- ماذا يُظهر نقل "Santiago" للخيط عبر كتفيه عن تحمّله؟

- It shows his determination to continue despite pain, as he let the rough hemp bite into his back instead of his palms to save his strength.

- يُظهر عزيمته على الاستمرار رغم الألم، حيث سمح للحبل الخشن أن يقضم ظهره بدلًا من كفيه ليحفظ قوته.

3. How does Santiago balance his need for food and strength during the battle ? *(SB)*

- كيف يوازن "Santiago" بين حاجته للطعام والقوة أثناء المعركة ؟

- He ate small pieces of tuna slowly and drank sparingly, knowing he must save his strength for days of struggle.

- كان يأكل قطعًا صغيرة من التونة ببطء ويشرب باعتدال، مدركاً أنه يجب عليه أن يحفظ قوته لأيام من الصراع.

4. Why does Santiago compare himself to Joe DiMaggio ? *(SB)*

- لماذا يقارن "Santiago" نفسه بـ "JoeDiMaggio" ؟

- Because DiMaggio played baseball with pain in his heel, inspiring Santiago to endure his own pain and continue the fight.

- لأن "DiMaggio" لعب البيسبول وهو يعاني من ألم في كعبه، مما ألهم "Santiago" على تحمّل ألمه ومواصلة القتال.

5. How did Santiago feel when the fish dragged the boat farther into the gulf ?

- كيف شعر "Santiago" عندما جرّت السمكة القارب إلى داخل الخليج ؟

- Santiago did not feel fear. Instead, he felt pride, saying that even if no one saw the fight, both he and the fish would know it.

- لم يشعر "Santiago" بالخوف، بل شعر بالفخر، قائلا : إنه حتى لو لم يرَ أحد هذه المعركة، فإنه والسمك سيعرفانها.

6. What did Santiago whisper to the fish about their relationship ?

- ماذا همس "Santiago" للسمكة عن علاقتهما ؟

- He whispered that the fish was his brother, but he also said he must kill it because there was no other way.

- همس بأن السمكة أخيه، لكنه قال أيضًا إنه يجب أن يقتلها لأنه لا يوجد طريق آخر.

7. Why did Santiago shift the line across his shoulders ?

- لماذا نقل "Santiago" الخيط عبر كتفيه ؟

- He shifted the line across his shoulders to rest his cut hands and save his strength, letting the rough hemp bite into his back instead of his palms.

- نقل الخيط عبر كتفيه ليريح يديه المجروحتين ويحفظ قوته، تاركًا الحبل الخشن يضغط على ظهره بدلًا من كفيه.

8. What did Santiago do to maintain his strength during the fight ?

- ماذا فعل "Santiago" ليحافظ على قوته أثناء القتال ؟

- He breathed deeply and ate a piece of tuna slowly, reminding himself that the battle was not about hours, but about days.

- تنفس بعمق وأكل قطعة من التونة ببطء، مذكرًا نفسه أن المعركة ليست مسألة ساعات بل مسألة أيام.

9. What happened at noon when the fish pulled harder ?

- ماذا حدث عند الظهر عندما شدّت السمكة بقوة أكبر ؟

- At noon, the fish pulled harder, the line cut deeper into Santiago's skin, sweat poured down his face, and his teeth clenched, but he refused to let go.

- عند الظهيرة سحبت السمكة بقوة أكبر، فجرح الخيط جلد "Santiago" بعمق، وسال العرق على وجهه، عض على أسنانه، لكنه رفض أن يترك الخيط.

Critical Thinking Questions and Suggested Answers:

1. How does the sea serve as both a setting of danger and a stage of glory in this chapter ? (SB)

- كيف يكون البحر مسرحًا للخطر وأيضًا مسرحًا للمجد في هذا الفصل ؟

- The sea is full of danger because it drags Santiago far from the coast and tests his strength to the limit, but it is also a stage of glory where he alone faces the enormous marlin in a heroic battle.

- البحر مليء بالخطر لأنه يسحب "Santiago" بعيدًا عن الساحل ويختبر قوته إلى أقصى حد، لكنه أيضًا منصة للمجد حيث يواجه وحده سمكة المارلن الضخمة في معركة بطولية.

2. Why does Hemingway show Santiago speaking to the fish as if it were human ? (SB)

- لماذا يُظهر (Hemingway) "Santiago" وهو يتحدث إلى السمكة وكأنها إنسان ؟

- Hemingway shows Santiago talking to the fish as a "brother" to show his respect for its strength and to highlight the deep bond of struggle that connects man with nature.

- يُظهر "Hemingway" "Santiago" وهو يتحدث إلى السمكة باعتبارها "أخًا" ليكشف عن احترامه لقوتها وليُبرز الرابطة العميقة للصراع التي تربط الإنسان بالطبيعة.

3. In what way does the fish symbolize both an opponent and a partner ? (SB)

- بأي طريقة ترمز السمكة إلى كونها خصمًا وشريكًا في نفس الوقت ؟

- The fish is an opponent because Santiago must kill it to survive, but it is also a partner because they are bound together by the line, and they share the same struggle across days and nights.

- السمكة خصم لأن "Santiago" يجب أن يقتلها ليبقى حيًا، لكنها أيضًا شريك لأنها مربوطة معه بالخيط، يشتركان في نفس الصراع عبر الأيام والليالي.

4. How does Santiago's endurance highlight the theme of human strength ?(SB)

- كيف يبرز صبر "Santiago" موضوع صمود الإنسان ؟

- Santiago's endurance, shown in his bleeding hands, aching body, and sleepless nights, highlights the resilience of the human spirit to suffer and fight for meaning, even when the body is broken.

- صبر "Santiago"، الذي يظهر في يديه النازفتين وجسده المتألم ولياليه بلا نوم، يبرز صمود الروح الإنسانية على المعاناة والقتال من أجل المعنى، حتى عندما يتحطم الجسد.

5. Why does Santiago continue fighting the fish even when his body is weak and broken ?

- لماذا يواصل "Santiago" قتال السمكة رغم أن جسده ضعيف ومتهالك ؟

- Because he believes that true dignity comes from endurance and refusing to surrender, even if no one else witnesses his struggle.

- لأنه يؤمن أن الكرامة الحقيقية تأتي من الصبر ورفض الاستسلام، حتى لو لم يشهد أحد صراعه.

6. What does the marlin symbolize about nature in Santiago's battle ?

- ماذا ترمز سمكة المارلن عن الطبيعة في معركة "Santiago" ؟

- The marlin symbolizes both beauty and power in nature, reminding Santiago that man must respect and struggle against it at the same time.

- المارلن ترمز إلى الجمال والقوة في الطبيعة، وتذكر "Santiago" أن الإنسان يجب أن يحترمها ويصارعها في الوقت نفسه.

7. How does Santiago's memory of the lions help him endure the long fight ?

- كيف تساعد ذاكرة الأسود "Santiago" على تحمّل القتال الطويل ؟

- The lions represent his youth, freedom, and strength, giving him hope and reminding him of his inner power.

- الأسود تمثل شبابه وحريته وقوته، وتمنحه الأمل وتذكره بقوته الداخلية.

8. Why does the writer show Santiago comparing himself to Joe DiMaggio ?

- لماذا يُظهر الكاتب "Santiago" وهو يقارن نفسه بجو "Joe DiMaggo" ؟

- To highlight that heroes overcome pain, and Santiago uses DiMaggio's example to strengthen his will.

- لتسليط الضوء على أن الأبطال يتغلبون على الألم، "Santiago" يستخدم مثال "DiMaggo" ليقوي إرادته.

9. What does Santiago mean when he says "It is you or me" ?

- ماذا يقصد "Santiago" عندما يقول "إنه أنت أو أنا" ؟

- He accepts that the fight is life or death, showing the inevitability of struggle between man and nature.

- إنه يقبل أن القتال حياة أو موت، مما يُظهر حتمية الصراع بين الإنسان والطبيعة.

10. Why does Santiago respect the fish even while trying to kill it ?

- لماذا يحترم "Santiago" السمكة رغم أنه يحاول قتلها ؟

- Because he sees it as noble, strong, and a worthy opponent, not just prey.

- لأنه يراها نبيلة وقوية وخصمًا جديرًا، وليست مجرد فريسة.

11. How does Santiago's loneliness at sea deepen the meaning of his struggle ?

- كيف تعمّق وحدة "Santiago" في البحر معنى صراعه ؟

- His loneliness makes the battle more heroic, showing the strength of one man against the vastness of nature.

- تجعل وحدته المعركة أكثر بطولية، وتُظهر قوة رجل واحد أمام اتساع الطبيعة.

12. What lesson about human perseverance can be drawn from Santiago's sleepless nights ?

- ما الدرس الذي يمكن استخلاصه عن مثابرة الإنسان من ليالي "Santiago" بلا نوم ؟

- That real perseverance means continuing to fight even when the body is exhausted and the struggle seems endless.

- أن المثابرة الحقيقية تعني الاستمرار في القتال حتى عندما ينهك الجسد ويبدو الصراع بلا نهاية.

13. Why is the marlin described as shining like a sword in the sunlight ?

- لماذا وُصفت المارلن بأنها تلمع كسيف تحت ضوء الشمس ؟

- To emphasize its power, majesty, and the idea that the battle is like a duel between warriors.

- لتأكيد قوتها وجلالها، ولإبراز فكرة أن المعركة أشبه بمبارزة بين محاربين.

14. How does Santiago's suffering reflect the universal struggle of human life ?

- كيف يعكس معاناة "Santiago" الصراع الكونى لحياة الإنسان ؟

- It shows that human life is defined by work, suffering, and the will to overcome challenges for meaning and dignity.

- يُظهر أن حياة الإنسان تتحدد بالعمل والمعاناة والإرادة لتجاوز التحديات من أجل الهدف والكرامة.

Choose the correct answer from a, b, c or d :

1. Santiago whispered the fish was .... and full of spirit.

a. noble b. weak c. pale d. slow

2. Santiago said the marlin was the .... fish he had fought.

a. greatest b. weakest c. smallest d. slowest

3. Santiago ate only .... fish during the struggle.

a. raw b. cooked c. grilled d. dried

4. Santiago's spirit was still .... although his body was weak.

a. broken b. unbroken c. tired d. weak

5. The boat was dragged farther into the ....

a. river   b. gulf   c. harbor   d. village

6. He called the fish his ....

a. brother   b. stranger   c. father   d. son

7. Santiago moved the line onto his ....

a. legs   b. shoulders   c. arms   d. feet

8. He chewed a piece of .... slowly to save his strength.

a. tuna   b. bread   c. sardine   d. crab

9. Santiago's muscles were .... by the hot sun.

a. relaxed   b. cramped   c. healed   d. rested

10. Santiago said he could still .... with pain.

a. fight   b. sleep   c. walk   d. swim

Answers

1. a	2. a	3. a	4. b	5. b	6. a	7. b	8. a	9. b	10. a

احرص على اقتناء

كتاب EL-MOASSER

فى اللغة الإنجليزية

General Exercises | on Chapter 4

1. Answer the following questions :

SB Exercises:

1. What does shifting the line across his shoulders show about Santiago's endurance ?

....

2. How does Santiago balance his need for food and strength during the battle ?

....

3. Why does Santiago compare himself to Joe DiMaggio ?

....

4. How does the marlin's leap affect Santiago emotionally ?

....

5. Why does Santiago admire the marlin even while trying to kill it ?

....

6. How does the sea serve as both a setting of danger and a stage of glory in this chapter ?

....

7. Why does Hemingway show Santiago speaking to the fish as if it were human ?

....

8. Why is admiration for the fish important in understanding Santiago's character ?

....

9. How does the description of stars and dreams connect Santiago to nature ?

....

10. Do you agree with Santiago that "a man was born to work, to fight, to suffer, and to win"? Why or why not ?

....

El-Moasser Exercises:

11. How did Santiago feel under the hot sun during the long hours?

....

12. What memory encouraged Santiago to keep fighting through pain?

....

13. What happened at night when the fish made a great move?

....

14. What did Santiago say to the fish when it was pulling him so strongly?

....

15. How did Santiago feel when the stars came out at night?

....

16. What memory gave Santiago strength during the night?

....

17. What did the marlin do the next morning that amazed Santiago?

....

18. How did Santiago react when he saw the marlin leap?

....

19. What did Santiago say about the marlin after seeing its size?

....

20. How did Santiago survive during the two days and nights of battle?

....

21. What did Santiago say to the fish when he pitied it?

....

22. What did Santiago whisper at the third dawn when he was near exhaustion?

....

2. Choose the correct answer from a, b, c or d :

1. Santiago's body was .... after not sleeping.

a. stiff b. powerful c. strong d. broken

2. Santiago ate a piece of .... to keep his strength.

a. tuna b. bread c. sardine d. crab

3. The line cut into his ....

a. skin b. teeth c. eyes d. shoulders

4. Santiago thought the fish might ....

a. leap   b. rest   c. hide   d. break

5. Santiago admired the fish's ....

a. power   b. old   c. color   d. style

6. Santiago thought of Joe DiMaggio playing with ....

a. pain   b. luck   c. speed   d. anger

7. The marlin shone .... in the sunlight.

a. silver   b. golden   c. red   d. blue

8. Santiago whispered the fish was .... and full of spirit.

a. noble   b. weak   c. pale   d. slow

9. Santiago said the marlin was the .... fish he had fought.

a. greatest   b. weakest   c. smallest   d. slowest

10. The boat was dragged farther into the ....

a. river   b. gulf   c. harbor   d. village

11. Santiago's muscles were .... by the hot sun.

a. relaxed   b. cramped   c. healed   d. rested

12. Santiago said he could still .... with pain.

a. fight   b. sleep   c. walk   d. swim

احرص على اقتناء
EL-MOASSER
فى اللغة الإنجليزية
للصف الأول الثانوى
الفصل الدراسى الثانى

Chapter 5

The Great Marlin Revealed

I VOCABULARY

enemy (n)	عدو	weary (adj)	مرهق / متعب
sword-like	مثل السيف	swollen (adj)	متورم/منتفخ
bill (n)	منقار طويل	darkness (n)	ظلام
came into view	ظهر للعيان	greatness (n)	عظمة
fair (adj)	عادل / منصف	glow (ed)(v)	يضئ / يتوهج
felt at peace	شعر بالهدوء والسلام	gasp (ed)(v)	يندهش / يتنهد
capable of	قادر على	gracefully (adv)	برشاقة
it costs me my soul	الثمن روحى/يكلفنى روحى/نفسى	still (adj)	ساكن/ثابت
inch by inch	قليلًا قليلًا/ خطوه بخطوة	uncertain (adj)	غير مؤكد
his muscles burned	عضلاته كانت تؤلمه	mighty (adj)	قوى

Idioms and Expressions

Forgive me, fish	Respect in conquest.	تعبير عن الاحترام فى الصراع
We fought well	Expression of fair struggle.	التعبير عن الصراع العادل
Joined forever	Connection between man and the sea.	تدل على الصلة الدائمة بين الانسان والبحر

II CHAPTER FIVE IN POINTS

1. Santiago had been fighting the marlin for three long days and nights, and although his body was exhausted and bleeding, his spirit remained strong.
2. The marlin circled below the boat, showing signs of weakness, but it prepared for its final struggle.
3. The fish rose to the surface, and it was longer than the boat itself.
4. Santiago respected the fish deeply, calling it his brother, and asked it to forgive him.
5. Santiago feared sharks would come, drawn by the smell of blood, but he promised to fight them.
6. At night, Santiago felt both peace and sadness, dreaming again of the lions of his youth, which gave him strength to face what was coming.

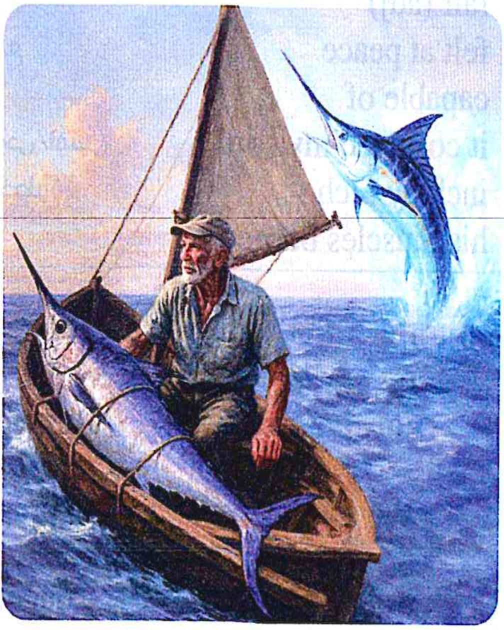
III TEXT OF CHAPTER FIVE

The sun was rising again. Santiago had been fighting the fish for three long days and nights. His body was weary, his hands swollen and bleeding, but his spirit remained sharp. He knew the fish was weakening, though its strength was still greater than anything he had ever faced.

Suggested Questions

How long had Santiago been fighting the fish ?

The line pulled with less power now, and Santiago felt the fish circling slowly deep below the boat. He recognized the pattern: the marlin was tired, but it would not surrender easily. It was preparing for its final struggle.

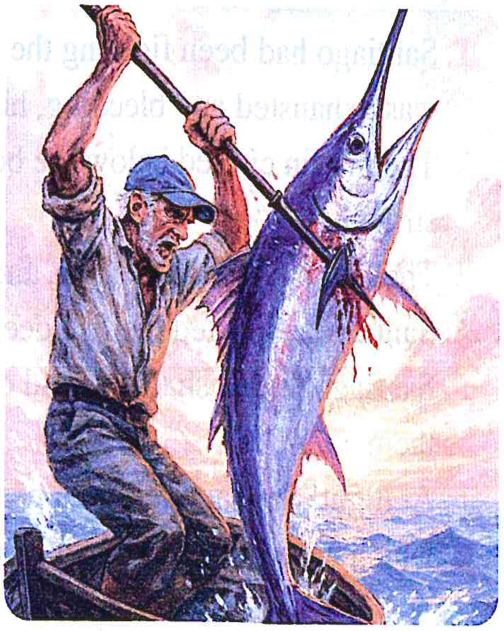


"Now it begins," the old man whispered. He braced his feet against the wooden boards of the skiff and leaned back with all the strength left in him.

The fish circled wider and wider. Each turn brought it a little closer to the surface. Santiago worked carefully, pulling in the line inch by inch. His muscles burned, but he welcomed the pain. "Pain is not an enemy," he thought. "It tells me I am alive."

At last, the marlin rose. The giant fish came into view, silver and purple in the water, glowing in the sunlight. Santiago gasped at its size. It was longer than the boat, with a great sword-like bill and a powerful body. The marlin swam gracefully, a king of the sea.

"Fish," Santiago said aloud, his voice full of respect, "you are my brother, but I must end this. Forgive me."



The boat began its long journey home. Santiago's arms were weak, but the wind carried him gently toward the coast. He looked at the marlin's shining body in the water. "We fought well, fish," he said softly. "You gave me everything you had. And I gave you everything I had. This was fair."

The sea was calm, the sun warm. Santiago felt at peace, though he knew his work was not finished. The hardest part was yet to come: bringing his prize safely home.

As the boat sailed, Santiago dreamed of how the villagers would react. The fishermen would measure the marlin, and the boy would be proud. People would see that the old man was not finished, that he was still strong, still capable of greatness.

But Santiago also knew that victory carried danger. The smell of blood in the water would call the sharks. He looked at the horizon, his eyes hard. "They will come," he said. "But I will fight them."

The marlin floated beside him, silent, beautiful, and dead. The old man placed his hand gently on the fish's side. "We are joined forever, you and I," he whispered. "Your death gives me life, but it costs me my soul ".

Night fell once more, and Santiago, though exhausted, kept watch. He felt both proud and deeply sad. He had won the greatest battle of his life, but he sensed that the sea would test him again before he reached home.

He closed his eyes briefly, and in his half-dream, he saw the lions of his youth on the African shore, running and playing freely. They gave him strength, as they always did.

When he opened his eyes, he looked again at the marlin, shining in the moonlight. "Tomorrow, we will face what comes," he said. "For now, we rest together."

The boat sailed on into the darkness, carrying the old man and his mighty prize toward an uncertain dawn.

IV QUESTIONS & ANSWERS

SB & El-Moasser Exercises:

1. How does Santiago show respect for the marlin even as he kills it ? *(SB)*

- كيف يُظهر "Santiago" احترامه لسمكة "Marlin" حتى وهو يقتله ؟

- Santiago shows respect when he calls the fish "my brother" and asks it to forgive him.

- يُظهر "Santiago" احترامه عندما نادى سمكة "marlin" «أخي» وطلب منه ان يسامحه.

2. Why does Santiago describe pain as something positive ? *(SB)*

- لماذا يصف "Santiago" الألم بأنه شيء إيجابي ؟

- Because it proves he is still alive and able to fight. He thinks, "Pain is not an enemy; it tells me I am alive".

- لأنه دليل على أنه ما زال حيًا ويستطيع القتال، فقد قال في نفسه: «الألم ليس عدوًا، إنه يخبرني أنني حي».

3. How does the description of the marlin emphasize its greatness ? (SB)

- كيف يُبرز وصف سمكة "marlin" عظمتها ؟

- The description shows the marlin as the king of the sea—huge, longer than the boat, shining silver and purple in the sunlight.

- يُظهر الوصف سمكة "marlin" كملك البحر؛ ضخمًا أطول من القارب، لامعًا باللونين الفضي والأرجواني تحت أشعة الشمس.

4. Where had Santiago been fighting the fish, and for how long ?

- أين كان "Santiago" يقاتل السمكة، وكم من الوقت ؟

- Santiago had been fighting the fish for three long days and nights in his small skiff at sea.

- كان "Santiago" يقاتل السمكة ثلاثة أيام وثلاث ليالٍ في قاربه الصغير في البحر.

5. What physical condition was Santiago in during the battle ?

- ما الحالة الجسدية التي كان عليها Santiago أثناء المعركة ؟

- His body was weary, his hands swollen and bleeding, but his spirit remained sharp.

- كان جسده منهكًا، ويداه متورمتين وتنزف دمًا، لكن روحه بقيت حادة قوية.

Critical Thinking Questions and Suggested Answers:

1. Why does Santiago view the marlin as both a brother and an enemy? (SB)

- لماذا يرى Santiago سمكة "marlin" كأخ وعدو فى نفس الوقت ؟

- He loved and honored the fish, but he also knew he must kill it in order to survive.

- لقد أحب السمكة وكرمها، لكنه عرف أيضًا أنه يجب أن يقتلها ليبقى حيًا.

2. What does the marlin symbolize in this chapter ? (SB)

- ماذا ترمز سمكة "marlin" في هذا الفصل ؟

- The marlin symbolizes beauty, nobility, and the greatness of nature. It represents both Santiago's greatest challenge and his most honorable opponent.

- ترمز سمكة marlin إلى الجمال، النبل، وعظمة الطبيعة. فهى تمثل أعظم تحدٍ "Santiago" وأشرف خصم له.

3. How does the fight reflect the theme of man versus nature ? (SB)

- كيف يعكس الصراع فكرة الإنسان ضد الطبيعة ؟

- Santiago gave all his strength, while the marlin gave its power and spirit. In the end, the battle was both a test of survival and a symbol of respect between human and nature.

- فقد أعطى "Santiago" كل قوته، بينما أعطت المارلن قوتها وروحها. وفي النهاية، كانت المعركة اختبارًا للبقاء ورمزًا للاحترام بين الإنسان والطبيعة.

4. Why do you think Santiago called the marlin his "brother" ?

- فى رأيك لماذا سمّى "Santiago" سمكة "Marlin" «أخيه» ؟

- Because he respected the fish's strength and nobility, seeing it as an equal opponent rather than just prey.

- لأنه احترم قوة السمكة ونبلها، ورآها خصمًا مساويًا له وليس مجرد فريسة.

5. What does Santiago mean when he says, "Pain is not an enemy; it tells me I am alive"?

- ماذا يقصد "Santiago" عندما قال: «الألم ليس عدوًّا؛ إنه يخبرني أنني حيّ» ؟

- He means that pain is a reminder of life and endurance, giving him strength to continue fighting.

- يقصد أن الألم تذكير بالحياة والتحمل، ويمنحه قوة للاستمرار في القتال.

6. How does the description of the marlin as "a king of the sea" add to the story's meaning ?

- كيف يضيف وصف سمكة "marlin" بأنه «ملك البحر» إلى معنى القصة ؟

- It shows the greatness of Santiago's struggle and emphasizes the nobility of his opponent.

- يُظهر عظمة صراع Santiago. ويؤكد نُبل خصمه.

7. Why do you think Santiago felt that victory "cost him his soul" ?

- لماذا برأيك شعر "Santiago" أن انتصاره «كلّفه روحه» ؟

- Because although he survived and proved his strength, he lost something spiritual by killing a creature he deeply respected.

- لأنه رغم أنه نجا وأثبت قوته، إلا أنه فقد شيئًا من روحه بقتل مخلوق كان يحترمه بشدة.

Choose the correct answer from a, b, c or d :

1. Santiago's body was .... after fighting the fish for three days.
a. weary b. hungry c. proud d. clean

2. His hands were .... and bleeding.
a. cold b. tall c. fresh d. swollen

3. The marlin circled .... below the boat.
a. brightly b. loudly c. slowly d. quickly

4. Santiago braced his feet against the .... of the skiff.
a. boards b. windows c. doors d. ropes

5. Each turn brought the fish closer to the ....
a. mountain b. desert c. forest d. surface

6. Santiago thought, "Pain is not an ...."
a. enemy b. actor c. artist d. effort

7. The giant marlin was longer than the ....
a. house b. boat c. school d. river

8. Santiago called the marlin his ....
a. brother b. son c. father d. friend

Answers

1. a	2. d	3. c	4. a	5. d	6. a	7. b	8. a

General Exercises | on Chapter 5

1. Answer the following questions :

SB Exercises:

1. How does Santiago's vision of the villagers reflect his need for dignity ?

....

2. Why does Santiago fear the sharks?

....

3. How does this chapter connect the ideas of survival, sacrifice, and honor ?

....

4. How does the lions of his youth continue to support him in this chapter ?

....

5. Do you think Santiago is truly victorious, or has he lost more than he gained ? Explain.

....

El-Moasser Exercises:

6. What signs showed Santiago that the marlin was getting weaker ?

....

7. What was Santiago's reaction when he first saw the marlin's size ?

....

8. What did Santiago think about how the villagers would react to his catch ?

....

9. Why did Santiago believe sharks would come after his victory ?

....

10. What did Santiago whisper to himself when the marlin began its final struggle ?

....

11. How did Santiago's muscles feel as he pulled the line inch by inch ?

....

12. What colors did the marlin's body show in the sunlight ?

....

13. What did Santiago fear would happen because of the blood in the water ?

....

14. What memory from his youth gave Santiago strength while he rested ?

....

2. Choose the correct answer from a, b, c or d :

1. What did Santiago fear would be attracted by the blood ? (SB)

a. Other fishermen	b. Whales	c. Sharks	d. Dolphins

2. Santiago said, "We fought ...., fish."

a. slowly	b. badly	c. wrongly	d. well

3. Santiago feared that the .... would come.

a. sharks	b. dolphins	c. birds	d. whales

4. The old man placed his hand on the fish's ....

a. tail	b. head	c. side	d. eye

5. Santiago had won the greatest .... of his life.

a. battle	b. meal	c. trip	d. school

6. In his dream, Santiago saw .... on the African shore.

a. horses	b. lions	c. camels	d. tigers

7. Santiago knew the sea would .... him again.

a. test	b. paint	c. call	d. read

8. The boat sailed into the .... carrying the old man and his prize.

a. darkness	b. village	c. forest	d. desert

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Chapter 6

The Sharks Arrive

I VOCABULARY

uneasy (adj)	غير مرتاح	stab (bed) (v)	يطعن
generous (adj)	كريم / سخي	slash (ed) (v)	يشق / يمزّق
return (ed) (v) (n)	عودة - يعود	cost (ed) (v), (n)	تكلفة / يتكلف
scent (n)	رائحة	beauty (n)	جمال
predators (n)	مفترسات	ruined (adj)	مدمّر
shadow (n)	ظل	spread (v)	ينتشر
mako (n)	(ماكو) اسم نوع سمكة قرش	vision (n)	بصر / رؤية
trail (n)	أثر	blurring (n)	تشويش
raw (adj)	متقرّح / ملتهب	backbone (n)	عمود فقري
shake (v)	يرتجف	beaten (adj)	مهزوم
attack (ed) (v), (n)	يهاجم - هجوم	swing (v)	يتأرجح / يلوح
side (n)	جانب	splinter (ed) (v)	يتكسر
strength (n)	قوة	tiller (n)	دفة (المركب)
depths (n)	أعماق	will (n)	إرادة
bitter (adj)	مُر	exhausted (adj)	مرهق
flesh (n)	لحم	skeleton (n)	هيكل عظمي
wound (n)	جرح	unbroken (adj)	غير منكسر
swiftly (adj)	بسرعة	silence (n)	صمت
beneath	اسفل	moonlight (n)	ضوء القمر
glint (ed) (v)	يلمع / يبرق	banner (n)	راية
strike - struck (v)	يضرب / يهاجم	tragedy (n)	مأساة
thrash (ed) (v)	يضرب بعنف	strip (ped) (v)	يجرد / ينزع
violently (adv)	بعنف	shovel - nosed (adj)	ذو أنف شبه المجرفة
steer (ed) (v)	يقود المركب	insistent (adj)	متثابر / عازم
oar (n)	مجداف	tear away	يمزق / ينزع
spear (n)	رمح	pride (n)	فخر
enemy (n)	عدو	alone (adj)	وحيد
		dignity (n)	كرامة

Idioms and Expressions

So it begins	Start of inevitable hardship.	بداية الصعوبات حتمية
One after another	Problems that come continuously.	المشاكل تأتى باستمرار
Bitter victory	Success mixed with loss.	الانتصار المرير (الممزوج بالخسارة)
Too noble to lose	Honoring what is destroyed.	تكريم ما تم تدميره

II CHAPTER SIX IN POINTS

1. Santiago sailed his small skiff steadily toward the shore, towing the giant marlin beside the boat, but he felt uneasy despite his pride.
2. He knew that the sea never gave anything freely and feared that the scent of blood would draw predators.
3. Soon, a mako shark appeared, swift and powerful, following the trail of the marlin's blood.
4. Santiago, though weak and with raw hands, prepared his harpoon to defend his prize.
5. The shark attacked fiercely, but Santiago struck it deep in the head and killed it, staining the sea red.
6. His victory was bitter, for the marlin had already lost a large piece of flesh.
7. More sharks soon appeared, including a pair of galanos, which tore at the marlin's body.
8. Santiago fought them with his harpoon until it broke, then tied his knife to an oar to use as a spear.
9. He stabbed and slashed, killing one shark and driving the other away, but the battles drained his strength
10. As hours passed, more sharks came, and although Santiago fought bravely, the marlin was reduced to half a fish.
11. Exhausted but unyielding, he continued to resist with broken tools, relying only on his willpower.
12. By nightfall, the marlin was little more than a skeleton glowing white in the moonlight, a symbol of both triumph and tragedy.
13. Santiago, weary but undefeated in spirit, sailed home with dignity, expecting that the boy would help him tomorrow.

III TEXT OF CHAPTER SIX

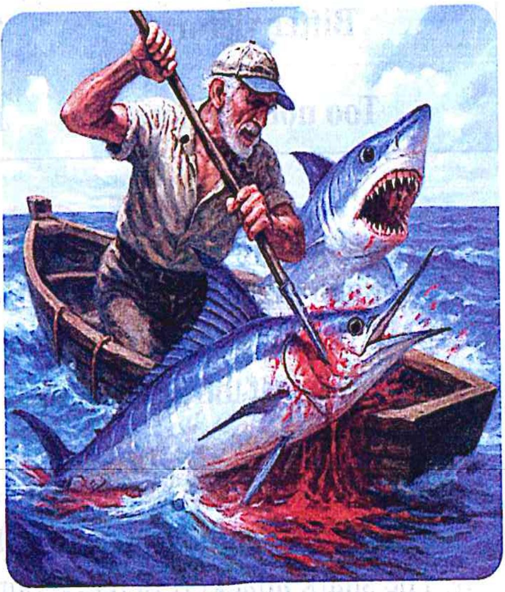
The morning sun rose as Santiago's small skiff sailed steadily toward the shore. The giant marlin was tied beside the boat, its silver body shining in the light. Santiago, though proud, felt uneasy. The sea was never generous without asking for something in return. He knew the scent of blood would call predators.

And then he saw it: a dark shadow moving swiftly beneath the surface 1 . A shark.

Suggested Questions

1 What did Santiago see moving swiftly beneath the surface ?

It was a mako shark, fast and strong, following the marlin's trail of blood. Santiago's heart tightened. "So, it begins," he muttered. He took up his harpoon, though his hands were raw and shaking. The shark came closer, its sharp teeth glinting as it attacked the marlin's side.



With all the strength left in him, Santiago drove the harpoon down into the shark's head. The iron struck deep, and the shark thrashed violently, turning the sea red. Finally, it sank, dead, into the depths.

But the victory was bitter. The marlin had lost a great piece of flesh, and blood flowed freely from its wound. Santiago looked at his catch with sorrow. "They will come now, one after another," he said.

He was right. Before long, more shadows appeared. A pair of galanos—shovel-nosed sharks—rose from the deep. They were slower but insistent. They bit at the marlin, tearing away its flesh. Santiago fought with his harpoon until it broke off in a shark's body 2 . Now, he tied his knife to an oar and used it as a spear.

Suggested Questions

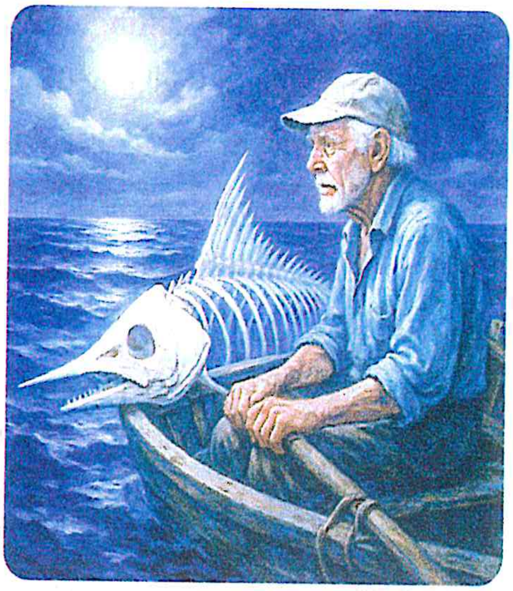
2 What happened to Santiago's harpoon during the fight ?

He stabbed and slashed, killing one shark and driving the other away. But each battle cost him strength, and the marlin's body grew smaller, its beauty ruined.

As the hours passed, more sharks came. The smell of blood had spread far through the sea. Santiago fought them all, his arms burning, his vision blurring. He killed several but knew he could not stop them forever.

By afternoon, the marlin was only half a fish. Its head and backbone remained, but much of its flesh was gone. Santiago leaned against the mast, breathing heavily. "I was beaten," he whispered, "but only by sharks, not by the fish."

Still, he did not surrender. Every time a new shark attacked, he stood up and fought. He swung the oar-spear until it splintered, then used the tiller, then even the broken pieces of wood. He was an old man with nothing left but his will.



Night fell again, and Santiago was exhausted beyond words. The marlin was now only a skeleton, stripped of nearly all its meat 3. But Santiago kept sailing toward home, his spirit unbroken.

"I fought for the marlin as long as I could," he said aloud to the stars. "He was too noble to be lost without a fight."

At last, silence returned. No more sharks came. The marlin's skeleton glowed white in the moonlight, its long sword rising like a banner of both triumph and tragedy.

Santiago looked at it and felt tears in his eyes. "You were my greatest enemy and my greatest friend," he told the fish. "They destroyed you, but they could not destroy my pride. We fought well."

He thought of the boy, and a faint smile touched his lips. "The boy will not let me be alone again," he said. "Tomorrow, he will help me. He must."

Suggested Questions

3 By nightfall, what was left of the marlin?

Santiago steered the little skiff through the dark waters, his body broken but his spirit still alive. He had lost his catch, but he had not lost his dignity 4. The sea was quiet again, carrying the old man and the skeleton of the marlin slowly toward the shore.

Suggested Questions

4 How did Santiago return home after losing the marlin's flesh ?

IV QUESTIONS & ANSWERS

SB & El-Moasser Exercises:

1. Why does Santiago call the first shark attack "the beginning"? *(SB)*

- لماذا سمّى "Santiago" هجوم القرش الأول "البداية"؟

- Santiago calls it "the beginning" because he knows that once one shark comes, many more will follow, and his real struggle is just starting.

- وصف "Santiago" ذلك بأنه "البداية" لأنه يعلم أن ظهور قرش واحد يعني أن المزيد سيأتي بعده، وأن معركته الحقيقية قد بدأت للتو.

2. How does Santiago show courage when facing the mako shark? *(SB)*

- كيف يُظهر "Santiago" شجاعته عند مواجهة قرش الماكو؟

- Santiago shows courage by standing firm, taking up his harpoon despite his raw and shaking hands, and striking the shark directly in the head.

- يُظهر "Santiago" شجاعته بالثبات، وأخذه للرمح رغم يديه المتقرحتين والمرتعشتين، وطعن القرش مباشرة في رأسه.

3. What does the breaking of the harpoon symbolize? *(SB)* - بماذا يرمز انكسار رمح "Santiago" ؟

- The breaking of the harpoon symbolizes the loss of Santiago's main weapon and shows how human strength and tools are limited against the endless power of nature.

- انكسار الرمح يرمز إلى فقدان "Santiago" لسلاحه الأساسي ويُظهر كيف أن قوة الإنسان وأدواته محدودة أمام القوة اللامتناهية للطبيعة.

4. Why does Santiago keep fighting even when the marlin is nearly gone? *(SB)*

- لماذا يواصل Santiago القتال حتى عندما كادت سمكة المارلن أن تختفي؟

- He keeps fighting because of his pride and dignity, believing that even if he loses the fish, he must not lose his honor as a fisherman.

- يواصل القتال بسبب كبريائه وكرامته، معتقدًا أنه حتى لو خسر السمكة، يجب ألا يخسر شرفه كصياد.

5. How do the galanos differ from the mako shark? *(SB)* - كيف تختلف قروش الجالانوس عن قرش الماكو؟

- The galanos are slower but insistent, while the mako shark is fast, strong, and more powerful in its attack. - قروش الجالانوس أبطأ لكنها مُلحّة، بينما قرش الماكو سريع وقوي وأكثر شراسة في هجومه.

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6. What does Santiago fear the scent of blood will bring?

- ماذا يخشى Santiago أن تجلب رائحة الدم؟

- He fears it will bring predators, especially sharks. - كان يخشى أن تجلب المفترسات، وخاصة القروش.

7. How does the description of the mako shark highlight its danger?

- كيف يُبرز وصف قرش الماكو خطورته؟

- It is described as fast and strong, following the trail of blood with sharp teeth ready to attack.

- وُصف بأنه سريع وقوي، يتتبع أثر الدم بأسنان حادة جاهزة للهجوم.

8. Why does Santiago's heart tighten when he sees the shark?

- لماذا انقبض قلب Santiago عندما رأى القرش؟

- Because he knew the real battle for the marlin had just begun.

- لأنه أدرك أن المعركة الحقيقية من أجل سمكة المارلن قد بدأت للتو.

9. What effect does the harpoon strike have on the shark? - ما أثر طعنة الرمح على القرش؟

- The harpoon struck deep into its head, and the shark thrashed violently before sinking dead.

- اخترق الرمح رأسه بعمق، فتلوّى القرش بعنف ثم غرق ميتًا.

10. How does the sea change when the shark dies? - كيف تغيّر البحر عندما مات القرش؟

- The sea turned red with blood. - تحوّل البحر إلى اللون الأحمر بالدم.

11. What does Santiago feel when he sees the marlin losing flesh?

- كيف شعر "Santiago" عندما رأى سمكة المادلين تفقد لحمها؟

- He was sad and felt sorrow for the fish. - شعر بالحزن والأسى على السمكة.

12. Why does Santiago say, "They will come now, one after another"?

- لماذا قال " Santiago" : "سيأتون الآن واحدًا تلو الآخر"؟

- Because he knew more sharks would be attracted by the blood in the water.

-- لأنه كان يعلم أن مزيدًا من القروش ستنجذب إلى الدم في الماء.

Critical Thinking Questions and Suggested Answers:

1. How do the sharks symbolize destruction in contrast to the nobility of the marlin? *(SB)*

- كيف ترمز القروش إلى الدمار على عكس نبل سمكة المارلن؟

- The sharks symbolize mindless destruction and greed, as they tear away the flesh of the marlin without respect, while the marlin itself represents nobility, strength, and beauty even in death.

- القروش ترمز إلى الدمار والجشع الأعمى لأنها مزّقت لحم المارلن بلا احترام، بينما المارلن يرمز إلى النبل والقوة والجمال حتى بعد موته.

2. Why does Hemingway emphasize the endless nature of Santiago's struggle? *(SB)*

- لماذا يؤكد "Hemingway" على الطبيعة المستمرة لصراع "Santiago"؟

- Hemingway emphasizes the endless struggle to show that human life is defined by constant challenges, and true strength lies in the will to keep fighting even when defeat seems certain.

- (Hemingway) يبرز طبيعة الصراع الذي لا ينتهي ليبين أن حياة الإنسان تقوم على التحديات المستمرة، وأن القوة الحقيقية تكمن في الإرادة على الاستمرار في القتال حتى عندما تبدو الهزيمة مؤكدة.

3. What does the skeleton of the marlin symbolize in the story? *(SB)*

- ماذا يرمز هيكل المارلن العظمي في القصة؟

- The skeleton of the marlin symbolizes both triumph and tragedy—it represents Santiago's greatest victory but also the heavy loss caused by forces beyond his control.

- هيكل المارلن العظمي يرمز إلى النصر والمأساة معًا؛ فهو يمثل أعظم انتصار ل "Santiago" لكنه يكشف أيضًا عن الخسارة الكبيرة التي سببتها قوى خارجة عن إرادته.

4. How does Santiago's refusal to surrender show the theme of human dignity? *(SB)*

- كيف يُظهر رفض (Santiago) للاستسلام موضوع كرامة الإنسان؟

- Santiago's refusal to surrender, even when he is exhausted, shows that human dignity is preserved not by winning, but by fighting with courage, pride, and endurance until the very end.

- رفض "Santiago" الاستسلام، حتى وهو مرهق، يوضح أن كرامة الإنسان لا تُحفظ بالنصر فقط، بل بالقتال بشجاعة وفخر وصبر حتى النهاية.

5. Why do you think Hemingway contrasts the nobility of the marlin with the greed of the sharks?

- لماذا برأيك يقارن "Hemingway" بين نبل المارلن وجشع القروش؟

- Hemingway contrasts them to show the difference between nature's beauty and dignity, represented by the marlin, and the destructive, greedy side of nature, represented by the sharks.

- يقارن "Hemingway" بينهما ليُظهر الفرق بين جمال وعزة الطبيعة المتمثل في المارلن، والجانب المدمر والجشع منها المتمثل في القروش.

6. How does Santiago's battle with the sharks reflect the larger struggle between man and nature?

- كيف يعكس صراع "Santiago" مع القروش الصراع الأكبر بين الإنسان والطبيعة؟

- The battle shows that man is constantly challenged by nature's forces, and survival requires courage, endurance, and respect for the natural world.

- يُظهر الصراع أن الإنسان يواجه تحديات مستمرة من قوى الطبيعة، وأن البقاء يحتاج إلى شجاعة وصبر واحترام للعالم الطبيعي.

7. What lesson about resilience can be learned from Santiago's refusal to surrender?

- ما الدرس عن الصمود الذي يمكن تعلمه من رفض (Santiago) الاستسلام؟

- The lesson is that resilience is not about never failing, but about continuing to fight and preserve dignity even in the face of certain loss.

- الدرس هو أن الصمود لا يعني عدم الفشل، بل يعني الاستمرار في القتال والحفاظ على الكرامة حتى في مواجهة الخسارة المؤكدة.

8. In what way does the marlin's skeleton represent both victory and defeat at the same time?

- بأي شكل يرمز هيكل المارلن إلى النصر والهزيمة في الوقت نفسه؟

- It represents victory because Santiago caught the greatest fish of his life, but also defeat because the sharks destroyed its flesh and left only bones.

- يرمز إلى النصر لأن Santiago اصطاد أعظم سمكة في حياته، ولكنه يرمز إلى الهزيمة أيضًا لأن القروش التهمت لحمها ولم يتبق سوى العظام.

9. Why do you think Santiago talks to the marlin as if it were a friend or brother?

- لماذا برأيك يتحدث Santiago إلى سمكة المارلن كما لو كان صديقًا أو أخًا؟

- Because he respects the fish as a noble opponent, seeing it as more than prey, and feels a spiritual bond with it.

- لأنه يحترم السمكة كخصم نبيل، ويرى أنها أكثر من مجرد فريسة، ويشعر برابطة روحية معها.

10. How does the loss of the marlin's flesh change the meaning of Santiago's journey?

- كيف يغيّر فقدان لحم المارلن معنى رحلة "Santiago"؟

- It shifts the journey from a story of material success to one of inner strength, pride, and the value of struggle itself.

- يحوّل الرحلة من قصة نجاح مادي إلى قصة قوة داخلية وفخر وقيمة الصراع نفسه.

11. What does Santiago's determination to fight with broken tools say about human dignity?

- ماذا يوضح إصرار "Santiago" على القتال بالأدوات المكسورة عن كرامة الإنسان؟

- It shows that dignity comes from perseverance and courage, not from the outcome or the tools one has.

- يوضح أن الكرامة تأتي من المثابرة والشجاعة، لا من النتيجة أو الأدوات التي يمتلكها الإنسان.

12. Why does Hemingway show Santiago's pride as something separate from his physical loss?

- لماذا يُظهر "Hemingway" كبرياء "Santiago" كشيء منفصل عن خسارته الجسدية؟

- Because pride is a spiritual quality that cannot be destroyed by material loss, proving that dignity is stronger than defeat.

- لأن الكبرياء صفة روحية لا يمكن تدميرها بالخسارة المادية، مما يثبت أن الكرامة أقوى من الهزيمة.

Choose the correct answer from a, b, c or d :

1. Santiago's body was .... after many hours of fighting.
a. weary b. tall c. rich d. empty

2. The shark was .... and powerful in its attack.
a. soft b. weak c. strong d. gentle

3. The marlin's body looked .... in the sunlight.
a. silver b. cold c. dark d. small

4. Santiago felt .... when he saw the marlin losing flesh.
a. lazy b. excited c. careless d. sorrowful

5. The victory was .... because the marlin was badly damaged.
a. bitter b. sweet c. pleasant d. bright

6. The old man was .... but his spirit was unbroken.
a. soft b. rich c. exhausted d. smooth

7. The marlin was .... , longer than the boat itself.
a. giant b. tiny c. thin d. narrow

8. The galanos were .... but very persistent.
a. quick b. slower c. tall d. warm

9. Santiago's vision became .... after fighting the sharks
a. blurred b. clear c. bright d. strong

10. The sea was .... again when silence returned.
a. noisy b. loud c. quiet d. angry

Answers

1. a	2. c	3. a	4. d	5. a	6. c	7. a	8. b	9. a	10. c

General Exercises | on Chapter 6

1. Answer the following questions :

SB Exercises:

1. Do you think Santiago's fight against the sharks was hopeless or heroic? Why?
....

2. What message does this chapter send about pride and loss?
....

3. In what way is Santiago's battle with sharks different from his battle with marlin?
....

4. Why does Hemingway describe Santiago using even broken pieces of wood to fight?
....

5. What role does dignity play in Santiago's battle with the sharks?
....

6. How does Santiago's hope in the boy give meaning to his suffering?
....

El-Moasser Exercises:

7. What does Santiago do when his harpoon breaks?
....

8. Why does Santiago tie his knife to an oar?
....

9. How does Santiago manage to kill one of the galanos?
....

10. What is the effect of each battle on Santiago's strength?
....

11. What does Santiago whisper when he admits he was beaten?
....

12. Why does Santiago say he was beaten "only by sharks, not by the fish"?
....

13. What weapons does Santiago use after losing his harpoon?
....

14. What physical signs show Santiago's exhaustion?
....

15. How is the marlin described by the time nightfalls?
....

16. What is symbolized by the marlin's skeleton glowing in the moonlight?
....

17. How does Santiago describe the marlin as both “enemy and friend”?

....

18. Why does Santiago say the sharks destroyed the marlin but not his pride?

....

19. How does Santiago’s thought of the boy give him hope?

....

20. What does Santiago mean when he says, “Tomorrow, he will help me”?

....

2. Choose the correct answer from a, b, c or d :

1. What kind of sharks attacked after the mako? *(SB)*
   - a. Whale sharks
   - b. Great whites
   - c. Galanos (shovel-nosed)
   - d. Dogfish
2. What part of the marlin remained by afternoon? *(SB)*
   - a. Only the tail
   - b. Only the head and back bone
   - c. The whole fish but weak
   - d. Just the fins
3. What did Santiago use after the oar-spear broke? *(SB)*
   - a. The tiller and broken wood
   - b. His bare hands
   - c. Nets
   - d. Stones
4. What was left of the marlin by nightfall? *(SB)*
   - a. A complete fish
   - b. A bloody skeleton
   - c. A pile of bones in the boat
   - d. Nothing at all
5. The giant marlin was tied beside the boat, and its body looked .... in the sunlight.
   - a. silver
   - b. black
   - c. yellow
   - d. green
6. Santiago knew that the scent of .... would bring predators.
   - a. water
   - b. flowers
   - c. blood
   - d. salt
7. The mako shark was described as .... and strong.
   - a. slow
   - b. lazy
   - c. weak
   - d. fast
8. Santiago drove his .... deep into the shark’s head.
   - a. harpoon
   - b. net
   - c. rope
   - d. paddle
9. When the shark died, the sea turned ....
   - a. green
   - b. blue
   - c. red
   - d. yellow
10. Santiago felt .... when he saw the marlin losing flesh.
    - a. anger
    - b. joy
    - c. surprise
    - d. sorrow
11. Santiago tied his .... to an oar and used it as a spear.
    - a. knife
    - b. net
    - c. lantern
    - d. rope
12. At night, the marlin was nothing but a .... glowing in the moonlight.
    - a. net
    - b. skeleton
    - c. rope
    - d. hook
13. Santiago said the sharks destroyed the marlin, but they could not destroy his ....
    - a. pride
    - b. strength
    - c. boat
    - d. spear

PART 2

skills

1. Reading skill

How to answer a comprehension :

* كيفية الإجابة على قطعة الفهم :

قطعة الفهم عبارة عن نص، يجيب الطالب على ثلاثة أسئلة (تبدأ بأدوات استفهام) :

لابد أن تقيس أسئلة قطعة الفهم المهارات التالية :

1 Giving the main idea or understanding reference إعطاء الفكرة الرئيسية أو فهم ما يشير إليه الضمير

وهناك نماذج كثيرة لأسئلة مرتبطة بذلك :

Topic الموضوع

- The topic / main idea of the passage is ....

= The text is mainly about ....

· موضوع النص هو / الفكرة الرئيسية للنص هى ....

= What is the topic / main idea of the passage?

= ما هو موضوع النص / الفكرة الرئيسية؟

- Which of the following titles best summarizes the main idea of the passage?

· أى من العناوين التالية توجز الفكرة الرئيسية للنص ؟

Source المصدر

- This passage is part of / taken from / extracted from ....

· هذا النص هو جزء من / مأخوذ من / مقتبس من ....

Title العنوان

- Which of the following would be the best title for the passage / story / article / extract?

· أى مما يلى يُعد العنوان الأفضل للقطعة / للقصة / للمقال / للاقتباس؟

Reference

- The underlined word / pronoun refers to .... · الكلمة / الضمير الذى تحته خط يشير إلى ....

2 Guessing the meaning of vocabulary in context تخمين معنى مفردة لغوية فى النص

وهناك نماذج كثيرة لأسئلة مرتبطة بذلك :

Synonym المعنى / المرادف

- In line ...., the word .... is closest in meaning to ....

· فى سطر رقم ....، كلمة .... أقرب ما يكون فى المعنى لـ ....

- The underlined word .... gives the meaning of ....

· الكلمة التى تحتها خط .... تعطى معنى ....

- Which of the following is equivalent in meaning to .... ?

· أى مما يلى مرادف فى المعنى لـ ....؟

- The word .... in the passage gives the synonym of ....

· كلمة .... فى النص تعطى مرادف ....

Antonym التضاد / العكس

- In the .... paragraph, the word .... is the antonym of ....

· فى الفقرة رقم ....، كلمة .... مضاد لـ ....

- The word .... in the passage gives the opposite of ....

· كلمة .... في النص تعطى عكس ....

- Which of the following gives the antonym of .... ? · أى مما يلى مضاد فى المعنى لـ ....؟
- The word .... has two meanings in the passage. Explain.

· كلمة .... لها معنيين فى النص. وضح.

3 Understanding details and extracting information فهم التفاصيل واستخراج المعلومات

وهناك نماذج كثيرة لأسئلة مرتبطة بذلك :

Yes / No questions	- أسئلة تبدأ بفعل مساعد
Wh-questions	- أسئلة تبدأ بكلمات استفهام

- أدوات وتعبيرات استفهامية هامة :

about whom	عن من	since when	منذ متى
for how long	لِكم من الوقت	to what extent	إلى أى مدى
for whom	لأجل مَن	to whom	إلى مَن
from where	من أين	what	ما / ماذا
how	كيف	what ... for = for what	لماذا
how come	لماذا	what colour	ما لون
how far	كم بعد / لأى مدى	what size	ما حجم
how high	كم ارتفاع	what time	ما وقت
how long	كم طول المدة / المسافة	when	متى
how many	كم عدد	where	أين
how many times	كم مرة	where ... to	إلي أين
how much	كم كمية / كم ثمن	which	أيّ
how often	كم مرة	who	من (فاعل أو مفعول عاقل)

how old	كم عمر	whom	مَن (مفعول عاقل)
how tall	كم طول	whose	لمن / ملك من
in / at which	في أيَ	why	لماذا
in what way	بأي طريقة	with whom	مع مَن

ونماذج أخرى مثل :

True / Correct صحيح

- According to the passage, all of the following are true EXCEPT ....

- حسب ما ورد في النص، فكل ما يلي صحيح ما عدا ....

- Based on the passage, which of the following are true about .... ?

- حسب ما ورد في النص، أي مما يلي يُعَدُّ صحيحا فيما يخص .... ؟

False / incorrect خاطئ

- According to the passage, all of the following is false EXCEPT ....

- حسب ما ورد فى النص، فكل ما يلى خطأ ما عدا ....

- Based on the passage, what is probably UNTRUE about .... ?

- حسب ما ورد فى النص، أى مما يلى يُعَدُّ غير صحيح فيما يخص .... ؟

4 Critical Thinking Skill مهارة التفكير النقدى

عن أسئلة التفكير النقدى المرتبطة بقطع الفهم :

- تعتمد أسئلة التفكير النقدى على الفكرة الرئيسية للنص أو رأى / وجهة نظر القارئ.
- لا تطلب هذه الأسئلة معلومات مباشرة موجودة في النص.
- لابد أن تكون إجابة سؤال التفكير النقدى كما يلى :

١. تدل على فهم الموضوع والسؤال. ٢. منطقية أو عقلانية. ٣. صحيحة من الناحية اللغوية.

- نماذج من أسئلة التفكير النقدى :

① تركز بعض أسئلة التفكير النقدى على الرأي الشخصي للطالب بخصوص الكاتب أوالأفكار الموجودة بالنص مثل :

- Do you think this passage was written by a young man or an old person? What showed this to you?

- هل تظن أن كاتب هذا النص شاب أم شخص كبير في السن؟ ما الذي أوحي إليك بذلك؟

- What job do you think the writer of this passage is? How do you know?

- في رأيك، ما وظيفة كاتب هذا النص؟ كيف تعرف ذلك؟

② تركز بعض أسئلة التفكير النقدى على قياس القدرة علي التعبير عن اتفاق أو اختلاف مع ما ورد في النص مع ذكر السبب :

- Do you agree with the ideas the writer has introduced /raised? Why / Why not?

- هل تتفق مع الأفكار التي طرحها الكاتب؟ لم / لم لا؟

- Does the writer's idea make sense to you? Why / Why not?

- هل فكرة الكاتب مفهومة لديك؟ لم / لم لا؟

③ تركز بعض أسئلة التفكير النقدى على طلب أمثلة من عند الطالب لإثبات صحة أو خطأ ما ورد بالنص :

- What do you think of what the writer has said? Give examples of your own that can prove / disprove that.

- ما رأيك فيما قاله الكاتب؟ اذكر أمثلة من عندك تثبت صحة أو خطأ ذلك.

- How would you put .... into your own words? - كيف يمكنك صياغة .... بأسلوبك؟
- What do you think would be an example of .... ? - ماذا تعتقد أنه مثالا لـ .... ؟

= Give an example of .... = Illustrate .... - اذكر مثالا لـ .... / وضح ....

④ تركز بعض أسئلة التفكير النقدى على أن يفترض الطالب أنه في موقف معين وكيف سيكون رد فعله :

- If you were the writer, would you have the same point of view? Give your reason(s).

- لو كنت مكان الكاتب، هل كنت ستتبنى نفس الرأى؟ اذكر السبب / الأسباب.

- What would you (do) if you were in the writer's position? Explain why.

- ما الذى كنت (ستفعله) لو أنك فى مكان الكاتب؟ وضح السبب.

- If .... hadn't ...., what do you think would have happened?

⑤ تركز بعض أسئلة التفكير النقدى على تقييم عرض الكاتب للموضوع وهل هو مناسب أم لا :

- Has the writer succeeded in making his ideas clear? Explain your opinion in detail.

- هل نجح الكاتب في توضيح أفكاره؟ وضح وجهة نظرك بالتفصيل.

- Is the writer's style suitable for the topic? How did he develop his ideas?

- هل أسلوب الكاتب مناسب للموضوع؟ كيف طوَّر أفكاره؟

⑥ تركز بعض أسئلة التفكير النقدى على تخيل ردود أفعال فئات معينة من الناس تجاه الأفكار الواردة بالنص :

- How do you think poor people / patients would view these ....? Illustrate.

- فى رأيك، كيف سيكون رأى الفقراء / المرضى تجاه ذلك ....؟ وضح.

- How would people who differ in age or gender react to ....?

- كيف سيكون رد فعل الناس الذين يختلفون فى العمر أو الجنس تجاه ....؟

٧ تركز بعض أسئلة التفكير النقدى على التعبير عن المغزى أو الدروس المستفادة أو القيم الموجودة بالنص :

• How can you make use of (benefit from) ....?	- كيف يمكنك أن تستفيد من ....؟
• How could .... be put into practice?	- كيف يمكن تطبيق ....؟
• What is the moral of the story?	- ما المغزى الأخلاقى للقصة؟

Vocabulary used in Reading comprehension questions :

مفردات شائعة الاستخدام فى الأسئلة المرتبطة بقطع الفهم

- لابد من مراجعة المفردات التالية، فستساعدك على فهم الأسئلة الواردة على نَص القراءة :

abbreviation	اختصار	lead to	يؤدى إلى
according to	طبقًا لـ	lesson	درس
advantages	مزايا	line	سطر
analyse	يحلل	main idea	فكرة رئيسية
analysis	تحليل	make a comment	يعلق
antonym	مضاد / عكس	make clear	يوضح
apply to	ينطبق على	meaning	معنى
article	مقال	mention	يذكر
author	مؤلف	merits = advantages	مزايا
back with evidence	يدعم بالدليل	moral	مغزى أخلاقى
based on	قائم على	moralities	قيم أخلاقية
be against	يعارض	opinion	رأى
be for	يؤيد	opposite	عكس
bold	بارز	other than	بخلاف / غير ذلك
case	قضية	paragraph	فقرة
choice	اختيار	paraphrase	يعيد صياغة
claim	يدعى / يزعم	passage	قطعة القراءة
classification	تصنيف	perspective	منظور
classify	يُصّنِف	point of view	رأي / وجهة نظر
comment	يعلق / تعليق	practical	عملى
core	جوهر / لب	predict	يتنبأ

demerits = disadvantages	عيوب	principle	مبدأ
		pros and cons	مزايا وعيوب
discuss	يناقش	quality	سمة / ميزة
effect	أثر / تأثير	rather than	بدلًا من
equal	مساوي	reject	يعارض / يرفض
equivalent	مرادف	result in	يؤدي إلى
essay	مقال	short for	اختصار لـ
essence	جوهر / لب	simplify	يُبسِّط
example	مثال	state	يَذكُر
explain	يشرح / يفسر	summarise	يُلخِّص
express	يعبر عن	support	يدعم
extra	إضافي / آخر	synonym	مُرادِف
impact	انطباع / أثر	underlined	تحته خط
impression	انطباع / تأثير	value	قيمة
introduce	يطرح / يقدم	writer	كاتب

General Exercises On Reading skill

Read the following passage, then choose the correct answer :

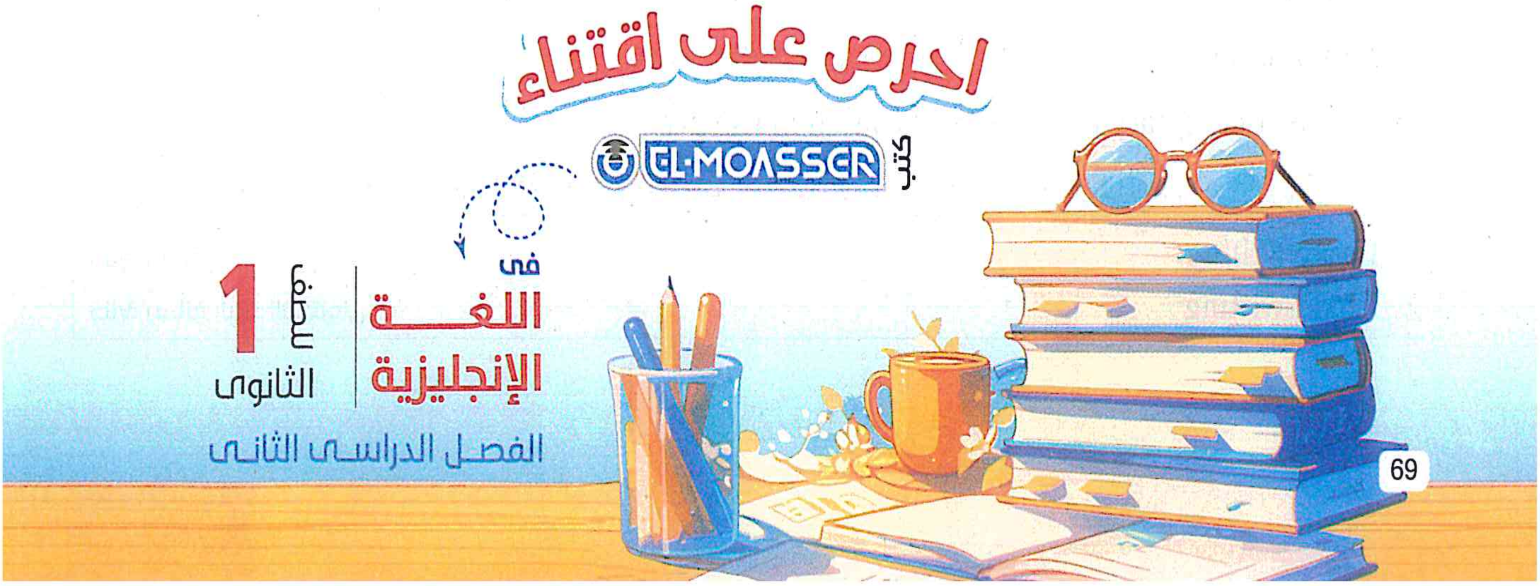
The natural world around us is really terrific. It is full of obvious and ambiguous objects. One of the most amazing things that we cannot do without is the trees. Why are trees important? A simple answer to this question is that trees give us wood which we use for making furniture and many other things. However, this answer is traditional and very limited. In the past, trees had several benefits. They supplied people with wood for building and heating. They also provided people with cool shade by the sides of the roads and in the fields. In the modern world, trees are even more important. They are the main ingredients in thousands of products.

Paper is one of the most significant wood products. Rubber is also made from some kinds of trees. In addition, some kinds of ice cream and toothpaste are made from wood. Turpentine is one of the main chemicals which are made from wood.

Scientifically, trees help the earth to breathe. They take in carbon dioxide and release oxygen.

This helps to purify the **contaminated** air which affects our health badly. Botanists say that the tallest tree in the world is the Giant Sequoia. It is in California. It is 83.8 meters tall. It is between 2.300 and 2.700 years old.

1. Giant Sequoia which is the tallest tree in the world is ....
   a. more than 2.700 years old.
   b. more than 83.8 kilometers tall.
   c. less than 2.300 years old.
   d. about eighty-four meters tall.
2. .... is one of the basic chemicals which are made from wood.
   a. Rubber
   b. Oxygen
   c. Turpentine
   d. Heat
3. The underlined word "**contaminated**" gives the same meaning of ....
   a. positioned
   b. fast
   c. polluted
   d. clean
4. Which of the following is NOT a benefit of trees?
   a. They supply people with wood.
   b. They help the earth to breathe.
   c. They give us light.
   d. They provide people with cool shade.
5. Which one of the following is NOT mentioned in the passage about the use of wood?
   a. Making paper.
   b. Making us warm.
   c. Making toothpaste.
   d. Making medicines.
6. The best title of the passage is "...........".
   a. The importance of trees
   b. Trees and shade
   c. The tallest tree in the world
   d. Toothpaste and wood
7. The second paragraph of the passage talks about ....
   a. the use of wood in the past
   b. trees purify air
   c. modern products made from wood
   d. the price of wood


احرص على اقتناء
كتب EL-MOASSER
في اللغة الإنجليزية
1 الثانوي
الفصل الدراسي الثاني

2. Writing Skill

Forms of composition you have to master for the exam الصيغ التعبيرية التى يجب أن تجيد كتابتها للامتحان

عزيزى الطالب / عزيزتى الطالبة :

- لقد أصبحت مهارة الكتابة ركيزة أساسية فى نظام التقويم الجديد، وعلى الطالب أن ينمى هذه المهارة ليصل لدرجة الإتقان ويكون مستعدًا للكتابة عن أى موضوع ، وبصفة عامة يجب أن يتقن الطالب كتابة جميع الصيغ التالية :

1. A narrative essay /short story	مقال سردى أو قصة قصيرة
2. A descriptive essay	مقال وصفى
3. A comparative/argumentative essay	مقال مقارن (مقارنة بين الأشياء لإظهار التشابه والاختلاف) / مقال جدلى

- Different forms like : formal and informal emails, job description, cooking recipes, letters, invitation cards, a book review or brochure.

صيغ مختلفة مثل: رسالة البريد الإلكترونى الرسمية وغير الرسمية - وصف الوظائف - وصفات الطهى - الخطابات - بطاقات الدعوة - عرض نقدي لكتاب - نشرة ... إلخ

ما المطلوب منك في الامتحان بخصوص الموضوع الإنشائى؟

- كتابة حوالى (١٥٠) كلمة بأحد الصيغ (مقال - قصة ...)
- يتم إعطاء موضوعين أو أكثر لاختيار أحدهم للكتابة عنه
- يتم صياغة رأس الموضوع على شكل:
  - عبارة قد تحتوى على العنوان المطلوب مباشرة
  - حكمة أو قول مأثور يتخذه الطالب محورًا أساسيًا لكتابة الموضوع الإنشائى
  - سؤال مباشر

أمثلة :

Write about 150 words on ONE only of the following topics :

- An essay or short story about the statement: “For every joy, there is a price to pay.”
- An essay or short story about the statement: “Setting a goal for yourself is the first step to achieve your ambition.”
- Air pollution
- Why is it necessary to develop education in Egypt?

- وفيما يلى سيتم عرض مبسّط لكيفية كتابة أهم الأشكال التعبيرية وهى :

1. Essay writing	كتابة المقال
2. Email writing	كتابة رسالة البريد الالكترونى

1 Essay Writing كتابة المقال

- ما الفرق بين الفقرة (Paragraph) والمقال (Essay) ؟

- الفقرة (Paragraph) عبارة عن مجموعة من الجمل تتعلق بفكرة معينة.
- المقال (Essay) عبارة عن مجموعة من الفقرات (Paragraphs) تناقش كل واحدة منها فكرة فرعية متعلقة بالفكرة الرئيسية للمقال ككل.
- يُفضَّل أن يحتوى المقال على أربعة فقرات على الأقل.

- إرشادات هامة لكتابة كل فقرة من فقرات المقال:

- عند كتابة كل فقرة من فقرات المقال، هناك إرشادات هامة يجب اتباعها، وذلك لإخراج المقال بشكل جيد من حيث الشكل ومن حيث المضمون:

- من حيث الشكل Form
  - تحسين الخط وترك مسافة بين كل كلمة وأخرى.
  - ترك مسافة صغيرة (1 سم تقريبًا) فى بداية السطر الأول فقط من كل فقرة.
  - لابد أن تبدأ كل جملة بحرف (Capital).
  - وضع نقطة (.) فى نهاية كل جملة، أو علامة استفهام (?) فى نهاية السؤال.
- من حيث المضمون Content
  - يجب الاهتمام بالفكرة التى تعبر عنها الفقرة وتسلسلها مع أفكار الموضوع ككل.
  - من المهم جدًا أن تلتزم بالحديث عن الفكرة المطلوبة بموضوعية وبساطة.
  - ابدأ الفقرة بـ (topic sentence) أى جملة رئيسية تحتوى على الفكرة التى تناقشها الفقرة.
  - لابد من تنويع بدايات الجمل.
  - استخدم الزمن الصحيح والمناسب للموضوع الذى تكتبه.
  - استخدم جمل بسيطة حتى لا تقع فى أخطاء أنت فى غنى عنها.

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للصف الأول الثانوى
الفصل الدراسى الثانى

The Form of the Essay الشكل العام للمقال

Title العنوان

Education and Technology

Identation المسافة البادئة في أول كل فقرة

Introduction المقدمة

➡ It is clear that technology has made it easier to get, store and use information. That's what has made it important to use modern technology in the field of education. In this essay, I'm going to write about the forms of technology we can use in education and how they will make the educational process more effective and enjoyable.

Body الجزء الأساسي

➡ Computers can be used to store and control electronic information. A teacher can use his or her computer to prepare lessons in a more attractive way. Smart boards have partly replaced traditional blackboards. A smart board makes learning more interactive تفاعلي and exciting. Children learn from videos that are available on the internet. This in turn will make the education process more enjoyable and effective.

➡ Modern technology will make education more effective. A student will be able to search for information in different sources. With the help of their teachers, students will learn for life not for exams. Most exams will be done online. No stressing exams will make students and their parents suffer any more.

Conclusion الخاتمة

➡ To conclude, the use of modern technology in the educational field will be very useful. However, there's a long way to go before achieving this. So, every citizen must be patient and cooperative.

The main parts of the essay الأجزاء الرئيسية للمقال

(1) Introduction : **المقدمة**

- هي الفقرة الأولي في المقال وتطرح الفكرة أو الهدف من كتابة الموضوع، وكيف سيتم تسلسل وعرض الأفكار.

- هناك أساليب مختلفة يمكن أن يبدأ بها فقرة المقدمة مثل :

① جملة عامة تعبر بها عن الفكرة التي يدور حولها الموضوع :

مثال : عند كتابة موضوع عن دور المعلم "The role of teachers" يمكن أن نبدأ كالتالي:

- No one can deny that teachers play a very important role in both students' education and their personal lives.

- لا يستطيع أحد أن ينكر أن المعلمين يلعبون دوراً هاماً في تعليم الطلاب وحياتهم الخاصة على السواء.

Or :

- We all owe much to our teachers and the important influence they have on our lives.

- جميعنا ندين بالكثير لمعلمينا وتأثيرهم المهم في حياتنا.

② حكمة أو مثل :

- A good teacher can inspire hope, ignite the imagination, and instill a love of learning.

- يمكن للمعلم الجيد أن يلهم الأمل ويشعل الخيال ويغرس حب التعلم.

③ جملة تتضمن تعريف بالموضوع :

- A good teacher is not that person who gives the answers out to students but understands their needs and challenges and gives them tools of success.

- المعلم الجيد ليس مجرد شخص يقدم الإجابات للطلاب، ولكنه يفهم احتياجاتهم وتحدياتهم ويوفر أدوات لمساعدتهم على النجاح.

④ سؤال عام يتم طرحه في البداية لإثارة الموضوع :

- What role do teachers play in shaping the future of the nation?

- ما الدور الذي يلعبه المعلمون في صياغة مستقبل الأمة؟

بعض الجمل الافتتاحية التى تصلح لموضوعات المقالات الإيجابية

- We all agree that … is one of the most important things in our life and has its vital role nowadays. √

  - نتفق جميعًا أن ... واحد من أهم الأشياء فى حياتنا وله دورًا حيويًا هذه الأيام.
- We all admit the importance and necessity of … in our life. - كلنا نقر بأهمية وضرورة... فى حياتنا.
- No wonder if we say that … has (have) its (their) good and positive effects on us.

  - لا عجب إذا قلنا أن ... له آثار طيبة وإيجابية علينا جميعًا.
- We all agree that …. is (are) very necessary and plays (play) an important part in our life.

  - كلنا نتفق أن ... ضرورى جدًا ويلعب دورًا هامًا فى حياتنا.
- We should put into consideration that … has (have) become one (some) of the most important things in everyone's life.

  - يجب أن نضع فى الاعتبار أن ... قد أصبح واحدًا من أهم الأشياء فى حياة كل شخص.

- In my opinion, … is really important and necessary nowadays. It may have good and positive effects on all of us. I think so because … may bring all the good to our society.

- في رأيى ... هو حقا مهم وضروري هذه الأيام وقد يكون له الأثر الطيب والإيجابي علينا جميعًا وإننى أعتقد ذلك لأن ... قد يعود بالنفع على مجتمعنا.

- No one can deny that … plays a very important role in our life.

- لا يستطيع أحد أن ينكر أن ... يلعب دورًا هامًا فى حياتنا.

- There is no doubt that this subject has affected our thought and caused a great impact on us.

- لا شك أن هذا الموضوع قد أثر على فكرنا وأحدث تأثيرًا بالغًا علينا.

* لاحظ أنه إذا كان الموضوع اسم جمع يراعى استخدام أفعال تناسب الفاعل.

بعض الجمل الافتتاحية التى تصلح لموضوعات المقالات السلبية

- In my opinion, … is serious and harmful nowadays. It may have bad and negative effects on all of us. I think so because … may bring evils to our society.

- من وجهة نظري ... خطير وضار هذه الأيام، وقد يكون له أثار سيئة وسلبية علينا جميعا. وانني اعتقد ذلك لان ... قد يجلب الشرور إلى مجتمعنا.

- There is no doubt that … is one of the most dangerous phenomena in our life and has its bad and negative effects nowadays.

- مما لا شك فيه أن ... هي واحدة من أخطر الظواهر في حياتنا وكذلك له اثاره السيئة والسلبية في وقتنا هذا.

- Frankly speaking, … is one of the worst things in our life. Thus, our state spares no effort to fight it.

- بصراحة أقول أن ... واحدا من أسوأ الأشياء في حياتنا. وعلى هذا فان دولتنا لا تدخر جهدا لكي تكافح وتقاوم هذا الشيء.

(2) Body : مَتْن الموضوع (الجزء الرئيسى)

- لكى يكون المقال الذى تكتبه معبّرًا ومفهومًا ومؤثرًا، عليك بمراعاة ما يلى :

١. اقرأ عناوين الموضوعات جيدًا واختر أفضلهم وأسهلهم بالنسبة لك.

٢. تأكد أنك تكتب عن الموضوع المطلوب.

٣. لابد من تقسيم الموضوع لعدد من الأفكار.

٤. تحدث عن كل فكرة فى فقرة مستقلة.

٥. استخدم جمل بسيطة وواضحة.

٦. تجنب الكتابة بضمير المتكلم (إلا إذا كنت تتحدث عن شيء يخصك مثل هواياتك أو عاداتك أو شيء مفضل لديك ... إلخ).

٧. يجب تنويع بدايات الجمل، ولتحقيق هذا الهدف يمكنك أن تستخدم ما يناسب من العبارات التالية فى بدايات الجمل :

- يعرف الجميع أن	- Everyone knows that + جملة
- لست أبالغ عندما أقول أن	- I don't exaggerate when I say that + جملة
- لا أفشى سرًا عندما أقول أن	- I reveal no secret when I say that + جملة
- لا أحد يمكنه أن ينكر أن	- It can't be denied that + جملة
- غنى عن البيان أن	- It goes without saying that + جملة
- من الواضح تماما أن ...	- It is crystal clear that + جملة
- من المعروف ان ...	- It is known that + جملة
- من المسلم به ان ...	- It is taken for granted that + جملة
- مما لا شك فيه ...	- There is no doubt that + جملة

٨. عند التعبير عن رأيك الخاص يمكن أن تبدأ جملتك بأحد التعبيرات التالية :

- I think / believe that ... أعتقد أن
- In my opinion, ... من وجهة نظرى
- As far as I am concerned, ... على حد علمى

٩. عندما تريد أن تعطى مثالًا ابدأ جملتك بـ :

- For example, ... / For instance, ... على سبيل المثال

(3) Conclusion :

الخاتمة (الخلاصة)

- غالبًا ما تتضمن فقرة الخاتمة ملخصًا (summary) للأفكار التى تم التعبير عنها أو النتيجة التى وصلت إليها.
- هذه النتيجة قد تكون نصيحة أو تحذير أو إعطاء رأى أو غيره.

بعض الجمل الختامية التى يمكن استخدامها فى الفقرات الختامية للمقال

° Finally, it is quite clear that ...(الموضوع) ... is really...(صفة).

- أخيرًا، من الواضح أن ... فعلاً ...

° I can end my speech saying that... - يمكننى أن أنهى حديثى بالقول أن ...

° In brief, I think that ... is really ... - باختصار، أعتقد أن ... يكون حقًا ...

° In the end, I hope I had pointed out all the aspects of this subject and made it clear.

- فى الختام، أتمنى أن أكون قد تطرقت إلى كل جوانب الموضوع وجعلته واضحًا.

° To conclude, I hope my words were enough to illuminate the most vital sides of this subject.

- ختامًا، أتمنى أن تكون كلماتى كانت كافية لإلقاء الضوء على أكثر جوانب هذا الموضوع أهمية.

° To sum up, one can say that ... is really ... - الخلاصة، يمكن للمرء أن يقول أن ... يكون فعلاً ...

2 Email Writing format كتابة رسالة البريد الإلكترونى

- تختلف رسالة البريد الإلكتروني (email) عن المقال (Paragraph) فى الشكل فقط.
- يجب اتباع قواعد الكتابة الصحيحة التي سبق تناولها فى كتابة المقال.

1 The form of the email الشكل العام لرسالة البريد الإلكترونى

تأخذ رسالة البريد الإلكترونى (email) فى الامتحان الشكل التالى :

To : .... إلي
From : .... من
Subject : .... الموضوع
Dear + اسم المُرسَل إليه
How are you? I hope you are well. I send you this email to + inf. ....
.... (موضوع الرسالة) ....
That's all I want to say. I'm waiting for your reply.
Best wishes
توقيع المُرسِل

2 The main parts of the email الأجزاء الرئيسية لرسالة البريد الإلكترونى

(١) عنوان البريد الإلكترونى للمُرسَل إليه: ويُكتب فى أعلى الصفحة من ناحية اليسار بعد كلمة (To) مثل :

To : samamohammed@elmoasser.com

(٢) عنوان البريد الإلكترونى للمُرسِل: ويُكتب بعد كلمة (From) مثل :

From : ahmedbar@elmoasser.com

(٣) عنوان الموضوع: ويُكتب بعد كلمة (Subject / About) مثل :

Subject : Tourist attractions in Egypt

(٤) بداية الرسالة: تبدأ الرسالة بكلمة (Dear) ثم اسم المُرسَل اليه، ويجب مراعاة ما يلي :

- إذا كانت الرسالة إلى صديق: نكتب اسم الصديق مباشرة بدون كلمة (friend) مثل :

Dear Rokaya,

- إذا كانت الرسالة إلى قريب: نكتب درجة القرابة مثل :

Dear my uncle,

- إذا كانت الرسالة إلى مسؤول:
- نكتب لقب المسئول قبل الاسم إذا كنا نعرفه، مثل :

Dear Mr Ashraf,

- نكتب لقب المسئول بدون الاسم إذا كنا لا نعرفه، مثل :

Dear General Manager,

- إذا لم نكن نعرف ما إذا كان رجل او امرأة نستخدم :

Dear Sir or Madame,

بعض الجمل الافتتاحية التى تصلح لرسائل فى مناسبة عادية

- How are you? I hope you are happy and in good health. I'm very happy to send this e-mail to you.

- كيف حالك؟ أتمنى أن تكون بخير وبصحة جيدة، ويسعدنى أن أرسل لك هذه الرسالة.

- I'm very pleased to send this email to you. I hope that you are well when you receive it.

- يسعدنى جدًا أن أرسل إليك هذه الرسالة وأتمنى أن تكون بخير عندما تتسلمها.

- You can't imagine how pleased I am while I'm typing this email.

- لا يمكنك أن تتخيل مدى سعادتى أثناء كتابة هذه الرسالة.

بعض الجمل الافتتاحية التى تصلح لرسائل فى مناسبة غير سعيدة

- I am so unhappy to hear about that (illness / accident /…)

- إننى حزين جدًا منذ أن سمعت عن ذلك (المرض / الحادث / ...)

- I am so sorry I won't be able to accept your invitation because…

- يؤسفنى أننى لن أستطيع قبول دعوتك لأن ...

- I have been shocked since I heard your bad news. I hope you overcome this situation soon.

- إننى أشعر بالصدمة منذ أن سمعت أخبارك غير السعيدة. وأتمنى أن تجتاز هذا الموقف سريعًا.

3 Email (writing) topic الموضوع الرئيسى لرسالة البريد الإلكترونى

- يبدأ الموضوع الرئيسى بعد فقرة المقدمة مباشرة، ويمكنك أن تبدأه بإحدى العبارات التالية :

• I send this email in order to thank you for …	- إنني أرسل لك هذه الرسالة لكى أشكرك على ...
• I send this email in order to invite you to …	- إننى أرسل لك هذه الرسالة لكى أدعوك إلى ...
• I send this email in order to tell you about …	- إننى أرسل لك هذه الرسالة لكى أخبرك عن ...
• I send this email in order to apologise to you for …	- إننى أرسل لك هذه الرسالة لكى أعتذر لك عن ...
• I send this email in order to congratulate you on …	- إننى أرسل لك هذه الرسالة لكى أهنئك على ...
• I send this email in order to ask you about …	- إننى أرسل لك هذه الرسالة لكى أسألك عن ...
• I send this e-mail in order to discuss … with you.	- إننى أرسل لك هذه الرسالة لكى أناقش ... معك.

4 How to end an email كيفية إنهاء رسالة البريد الإلكترونى

- لابد وأن تكتب الخاتمة فى نهاية الموضوع وفى منتصف السطر أو بعد ترك مسافة لا تقل عن ٢ سم من ناحية اليسار، وهناك نهايات كثيرة مثل:

• I'm looking forward to hearing from you soon.	- أتطلع لرسالة منك قريبًا .
• Remember me to all at home.	- بلغ تحياتى لجميع أفراد العائلة .
• Please, write back soon.	- برجاء الرد سريعًا.

5 Signing an email توقيع رسالة البريد الإلكترونى

- يتم توقيع رسالة البريد الإلكترونى في نهايتها، ولابد أن تستخدم الاسم الذى يُعطى لك فى الامتحان وليس اسمك الحقيقى، وغالبًا ما يتم التوقيع بعد إحدى التعبيرات التالية:

• Best wishes,	- أطيب الأمنيات
• Yours / Yours sincerely,	- المخلص
• Love from me,	- مع أصدق مشاعرى

Email Model نموذج لرسالة البريد الإلكترونى

To : sadhorizon@yahoo.com
From : mrmohammed@elmoasser.com
Subject: Tourist attractions in Egypt

Dear Kate,

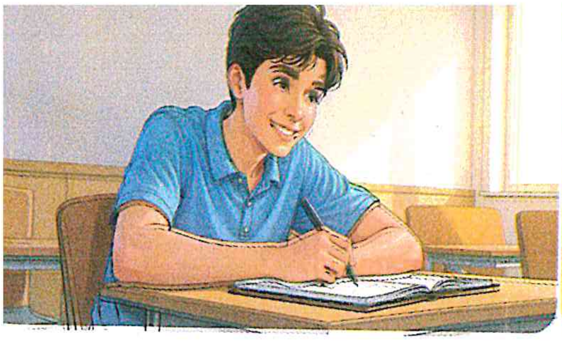
How are you, Kate? I'm very happy to send this email to you. I hope that you and your family are all in good health. I write this email in reply to your last email in which you asked me about tourist attractions in Egypt. I'm going to tell you about both historical and natural attractions.

As you know, Egypt has one of the oldest and greatest civilizations in the world. In Luxor and Aswan, there are thousands of historical sites and monuments which attract millions of tourists from all over the world. In Cairo, you can visit the Egyptian Museum. The Pyramids of Giza are famous all over the world. Cairo and Alexandria are also full of Muslim and Coptic tourist sites.

As for natural attractions, Egypt has some of the most beautiful beaches in the world. You can enjoy your time on healthy beaches with great tourist facilities. The Egyptian deserts are also great places to explore.

You can find detailed information and guidebooks about tourist attractions in Egypt online. I have attached some nice photos of some tourist attractions.

I'm looking forward to hearing from you soon.
Best Wishes
Mohammed



3. Translation

السادة معلمى اللغة الإنجليزية، أبنائنا وبناتنا طلبة و طالبات المرحلة الثانوية :

نقدم لكم هذا الجهد المتواضع "El-Moasser Translation Guide" كإسهام بسيط منا للقضاء نهائيا علي مشكلة الترجمة بالنسبة لأبنائنا في المرحلة الثانوية، وذلك باستخدام أسلوب السؤال و الإجابة الوافية السلسة البسيطة في عرض المادة العلمية الخاصة بكيفية الترجمة ، وقد تم تقسيم المادة العلمية في هذا الدليل إلى عدد من الحصص ، و في كل حصة نتناول جزئية محددة ثم نعقبها بتدريبات مُتعلقة بما تم عرضه في الحصة.

تنويه : كل مجموعة تدريبات يتبعها جدول مرتب أبجديا للمفردات الهامة للطالب، كما يوجد جدول لبعض التعبيرات الهامة في نهاية هذا الجزء.

Introduction | Expressing the sense of (words or text) ترجمة المعنى

السؤال : هل المقصود بالترجمة ترجمة الكلمات الموجودة بالجملة حرفيًا؟

بالطبع لا ، فالترجمة تعني نقل المعني من لغة إلى أخرى دون التقيد بالألفاظ ، لاحظ ترجمة الجملة التالية:

- Diamond cuts diamond

الماس يقطع الماس.

هذه ترجمة حرفية ولا تؤدي معني المقولة الإنجليزية ، لكن إذا أردنا أن نترجم بشكل صحيح فنقول لا يفل الحديد إلا الحديد :

- It's raining cats and dogs.

إنها تمطر بغزارة.

ولكي تترجم بشكل صحيح عليك بمراعاة ما يلى :

(أ) اقرأ النص الذي تريد أن تترجمه بالكامل لكي تفهم الفكرة العامة له.

(ب) لا تترجم الكلمات كمعاني مستقلة ، لكن حسب استخدامها في السياق ، لاحظ كيف تترجم الجملة التالية:

- The teacher asks me to use my right hand to draw a right angle right now.

لاحظ تكرار كلمة "right" ثلاث مرات بثلاث معان مختلفة :

الآن على الفور - right now   زاوية قائمة - right angle   اليد اليمنى - right hand

وهكذا تكون ترجمة الجملة كالتالي: «يطلب مني المعلم أن أستخدم يدي اليمني لأرسم زاوية قائمة الآن على الفور».

(جـ) اقرأ النص الذي قمت بترجمته ، هل فهمت نفس المعني الذي فهمته من النص الأصلي؟ هل وصل إليك من النص المُترجم نفس الإحساس الذي يصل من النص الأصلي؟ إذا لم يصل إليك نفس المعني بنفس الإحساس ، فالترجمة غير سليمة.

Part I Translation from Arabic into English

الترجمة من اللغة العربية إلى الإنجليزية

1 Starting the English Sentence كيفية بدء الجملة الإنجليزية

السؤال : كيف أبدأ الجملة الإنجليزية في الترجمة ؟

(أ) إذا كانت جملة خبرية مبنية للمعلوم فهي تبدأ بالفاعل:

مثال : اكتشف الدكتور فاروق الباز المياه الجوفية تحت الصحراء الغربية.

- Dr Farouk El-Baz discovered underground water under the Western Desert.

(ب) إذا كانت جملة خبرية مبنية للمجهول فهي تبدأ بالمفعول الذى ينوب عن الفاعل.

مثال : بُني السد العالي لتخزين مياه النيل.

- The High Dam was built to store the water of the Nile.

(جـ) إذا كانت جملة أمر تكون الترجمة كالتالي :

يتكون الأمر المثبت في اللغة الإنجليزية من :

→ **Inf.** الفعل في المصدر **+ obj.** مفعول **+ comp.** تكملة

مثال : اعمل بجد واحصل علي قدر كاف من النوم.

- Work hard and get enough sleep.

- يمكن أن توضع "always" فى بداية جملة الأمر المثبت لتقوية المعنى :

مثال : دوما ساعد الآخرين وقت الحاجة.

- Always help others in need.

- يتكون الأمر المنفى (النهى) في اللغة الإنجليزية من :

→ **Don't + inf.** الفعل في المصدر **+ obj.** مفعول **+ comp.** تكملة

مثال : لا تأخذ أي أدوية دون استشارة الطبيب.

- Don't take any medicines without consulting the doctor.

- يمكن أن تستخدم "Never" بدلًا من "Don't" فى بداية جملة النهى لتقوية المعنى :

مثال : إياك أن تُصادق الأشرار.

- Never make friends with evil people.

(د) إذا كنت تترجم سؤالا بـ «هل»

ابدأ بأحد الأفعال المساعدة أو الناقصة التالية حسب الزمن:

- Am / Is / Are / Was / Were / Do / Does / Did / Have / Has / Had

- Can / Could / Will / Would / Shall / Should / May / Might / Must / Ought /Need / Dare ....

- يأتي بعد الفعل المساعد أو الناقص فاعل إذا كان السؤال مبنيا للمعلوم :

مثال : هل سبق أن قرأت رواية لتشارلز ديكنز؟ (لاحظ الفعل فى زمن المضارع التام)

- Have you ever read a Charles Dickens Novel?

مثال : أتمارس الرياضة بشكل يومى؟ / هل أنت معتاد على ممارسة الرياضة يوميًا ؟ (لاحظ أن الفعل فى صيغة المضارع)

- Do you practise sport every day?

- يأتي بعد الفعل المساعد أو الناقص مفعول إذا كان السؤال مبنيا للمجهول :

مثال : هل شُرِحَ لك هذا الدرس بالأمس؟

- Was this lesson explained to you yesterday?

مثال : هل جرت العادة أن تنظف حجرتك كل صباح؟

- Is your room cleaned every morning?

- إذا كان السؤال يبدأ بـ(أليس / ألا) تبدأ الترجمة بالفعل المساعد المنفي:

مثال : ألست تتبع نظاما غذائيا؟ / أليس من عاداتك اتباع نظامًا غذائيًا ؟

- Don't you follow a diet?

مثال : ألا تهتم بمشاهدة الأفلام؟ (عادات فى الحاضر)

- Aren't you interested in watching films?

(هـ) إذا كنت تترجم سؤالا بأداة استفهام إبدأ بأحد أدوات الاستفهام التالية ثم أحد الأفعال المساعدة حسب الزمن:

أى	Which	ما / ماذا	What
متى	When	أين	Where
من	Who	لماذا	Why
كم / كيف	How	لمن	Whose

مثال : ما الذي يجب أن تفعله لتحمي البيئة من التلوث؟

- What should you do to protect the environment from pollution?

مثال : كيف لنا أن نواجه ظاهرة الغش في الامتحانات؟

- How can we fight exam cheating phenomenon ?

Now, test yourself

Translate into English :

١. تعمل اختى مضيفة طيران وترتدى زياً خاصاً بالشركة التى تعمل بها.

....

٢. تُستخدم الأقمار الصناعية في اكتشاف المياه الجوفية والمعادن و البترول.

....

٣. فى كل عام يأتى السياح إلى مصر ليستمتعوا بالجو الجميل فى الشتاء.

....

٤. تُبني المدارس والجامعات في كل المحافظات لتوفر تعليم مناسب لجميع المصريين.

....

٥. تتطلع جميع شعوب العالم إلى العيش معًا فى حب وسلام.

....

٦. ساعد والديك و اعمل بجد.

....

٧. لا تُكثر من الطعام و لا تنسي ممارسة الرياضة.

....

٨. اصنع ما شئت ، لكن لا تؤذي الآخرين.

....

٩. لا تتأخر على مدرستك ، ولا تضيع وقتك.

....

١٠. ألا تساعد أصدقائك وقت الحاجة؟

....

١١. هل تقوم بأعمال مفيدة في وقت فراغك؟

....

١٢. أتغسل أسنانك بالفرشاة مرتين يوميا؟

....

١٣. كيف تمكَّن قدماء المصريين من بناء الأهرامات؟

....

١٤. لماذا تضيع وقتك فيما لا يفيد؟

....

١٥. كم مرة تمارس الرياضة أسبوعيا؟

....

Related Vocabulary

المعادن	minerals	مضيفة طيران	air hostess
شعوب	peoples	يغسل بالفرشاة	brush
خاص	special	محافظات	governorates
يضيع	waste	يتطلع إلى	look forward to
		يتمكن	manage to

2 Tenses of Sentences أزمنة الجمل

السؤال : في اللغة العربية هناك زمني المضارع و الماضي ، و يتم التعبير عن المستقبل
بـ «سوف / سـ + الفعل المضارع» ، لكن في اللغة الإنجليزية يوجد حوالي إثني عشرة زمنا ،
فكيف يتم ترجمة الأزمنة؟

- تحتاج إجابة هذا السؤال إلى دراسة الأزمنة و معرفة استخدامات كل زمن و هذا متروك لدروس القواعد اللغوية ، لكن هنا سنتكلم في بعض العموميات التى قد تفيد إلى حد كبير في الترجمة:

(أ) الجملة التى تدل علي حقائق ثابتة أو عادات متكررة يُوضع فعلها فى صيغة زمن المضارع البسيط (inf. / inf. + s, es, ies) :

مثال : المخ البشرى يتحكم فى كل شىء نقوم به.

- The human brain controls everything we do.

مثال : يتسلم الكُتَّاب والعلماء جوائز قيّمة كل عام.

- Writers and scientists receive valuable prizes every year.

مثال : التعليم ليس غاية فى حد ذاته، إنما وسيلة تؤدى إلى غاية.

- Education is not an end in itself, but it is a means to an end.

(ب) الجملة التى تدل علي حدث مستمر فى الوقت الحالى يُوضع فعلها فى صيغة زمن المضارع مستمر : (am / is / are + inf. + ing)

مثال : في الوقت الحالي ، تبذل الحكومة جهودا كبيرة لتحسين الصحة التعليم.

- Nowadays, the government is exerting great efforts to improve health and education.

(جـ) الجملة التى تدل علي خبرات أو أحداث إنتهت للتو أو أحداث ماضية لها تأثير علي الحاضر تُترجم إلى مضارع تام (have / has + p.p.) بشرط عدم ذكر توقيت حدوث الفعل :

مثال : فاز أحمد بميداليتين ذهبيتين حتي الآن.

- Ahmed has won two gold medals so far.

- أما إذا تم ذكر توقيت حدوث الفعل فنستخدم الماضى البسيط (التصريف الثانى للفعل) :

مثال : فاز أحمد بميداليتين ذهبيتين العام الماضي.

- Ahmed won two gold medals last year.

(د) عادات الماضى يتم التعبير عنها كالتالى :

- always / usually / often / sometimes / occasionally / rarely / scarcely / seldom / never .... التصريف الثانى

مثال : كان جدي أحيانا يأخذنا لزيارة أقاربنا في الريف.

- My grandfather sometimes took us to visit our relatives in the countryside.

(هـ) عادات الماضى التى تتوقف فى الحاضر :

- used to + inf.
- be + used to + ing

مثال : اعتدت الذهاب إلى المدرسة الابتدائية بدراجتي الصغيرة.

- I used to go to primary school on my small bike.

مثال : كانت جدتي معتادة علي عمل الخبز في المنزل.

- My grandmother was used to making bread at home.

(و) الجملة التى تعبر عن حدث كان مستمرا في وقت معين في الماضي(غالبا تحتوي عل كلمة «كان + فعل مضارع») تُترجم إلى ماضي مستمر (was / were + inf. + ing) :

مثال : كان أحمد يلعب كرة القدم مع أصدقائه عندما انكسرت ساقه.

- Ahmed was playing football with his friends when his leg broke.

(ز) الجملة التى تدل علي حدث تم قبل حدث آخر في الماضي نستخدم ماضي تام (had + p.p.) :

مثال : انتهي المُعلم من شرح الدرس قبل أن يعطى لنا بعض التدريبات.

- The teacher had finished explaining the lesson before he gave us some exercises.

(ح) الجمل التى تدل علي المستقبل (سأفعل / سوف أفعل / لن أفعل) تُترجم الي الصيغة المناسبة من المستقبل

(will + inf. / be going to + inf. / be + inf. + ing)

مثال : ستحتفل هدى بعيد ميلادها الخامس الشهر القادم.

- Huda is celebrating her fifth birthday next month.

Now, test yourself

Translate into English :

١. يتم إنشاء المكتبات العامة فى كل مكان لتشجيع أفراد الأسرة على القراءة.

....

٢. يحذر الأطباء الناس من التدخين لأنه السبب فى كثير من الأمراض.

....

٣. لم ينجح العلماء حتى يومنا هذا فى إيجاد علاج لبعض الأمراض.

....

٤. أصبح تعلم اللغات والحاسب الآلي هاما للحصول علي وظيفة.

....

٥. في القريب ، سوف تساعدنا التكنولوجيا علي قيادة السيارات بأمان أكثر.

....

٦. فى بعض المنازل الحديثة تستخدم الطاقة الشمسية فى تسخين المياه.

....

٧. قد قام السد العالى بحماية مصر من الفيضانات ووفر المياه لوقت الحاجة.

....

٨. لن تتحقق أهدافك دون أن تعمل بجد.

....

٩. كنت عائدا من المدرسة عندما قابلت عمتي في الشارع.

....

١٠. اعتادت جدتي أن تحكي لنا قصصا شيقة.

....

١١. أحاول جاهدا أن أحل هذه المسألة الصعبة.

....

Related Vocabulary

do my best	أحاول جاهدًا	aims	أهداف
come true	تتحقق	smoking	التدخين
floods	الفيضانات	solar energy	الطاقة الشمسية
problem	مسألة / مشكلة	try hard	يحاول جاهدًا
public	عام	warn (ed)	يحذر
set up	ينشىء	diseases	أمراض
cure	علاج	achieve	يحقق

3 Translating Adjectives and Adverbs كيفية ترجمة الصفات والظروف

السؤال : كيف أترجم الصفة إلى اللغة الإنجليزية وما هو موقع الصفة بالنسبة للموصوف ؟

(أ) تأتي الصفة في اللغة الإنجليزية قبل الموصوف علي عكس اللغة العربية ، لاحظ:

- interesting stories قصص شيقة - a beautiful girl فتاة جميلة - a clever boy ولد ماهر

مثال : العمل الجاد والخُلق الحسن من سمات الإنسان الناجح.

- Hard work and good manners are some qualities of a successful person.

(ب) علي غير العادة ،تأتي الصفة في اللغة الإنجليزية بعد الموصوف و ليس قبله إذا كانت تصف أي من الكلمات التالية :

- something / anything / everything / nothing - someone / anyone
/ everyone / none - somebody / anybody / everybody / nobody
somewhere / anywhere / everywhere / nowhere

- someone evil شخص ما شرير - something important شىء ما مهم

مثال : وضع أحمد شيء ما صغير الحجم في حقيبته.

- Ahmed put something small in his bag.

(جـ) تأتى الصفة وبعدها موصوف أو بدون موصوف بعد أفعال مثل :

be - get يصبح - become يصبح - feel يشعر - taste له مذاق - smell له رائحة - sound يبدو - seem يبدو - look يبدو

مثال : لقد أصبح عجوزا / لقد أصبح رجلا عجوزا.

- He became old. / He became an old man.

(د) إذا جاء بعد الاسم صفتان دون أداة ربط نبدأ بالصفة الأخيرة، لاحظ:

- a famous rich man رجل ثرى مشهور.
- an intelligent young lady سيدة شابة ذكية.

مثال : الجمعيات الخيرية المختلفة تُساعد أطفال الشوارع المشردين.

- Different charitable organisations help homeless street children.

(هـ) إذا جاء بعد الاسم صفتان وبينهما أداة ربط فإننا في الغالب نكتب الصفة الأولى أولا ثم الثانية، لاحظ:

- a rich and famous man رجل ثرى ومشهور.
- a young and beautiful lady سيدة شابة وذكية.

مثال : العمل الجاد والمستمر هو الخطوة الأولي نحو تحقيق هدفك في الحياة.

- Hard and continuous work is the first step towards achieving your goal in life.

(و) إذا وضعنا قبل الصفة "the" ولم يتبع الصفة اسم فنقصد بذلك كل من يتصفون بهذه الصفة.

- a blind man رجل كفيف - blind men رجال مكفوفين - The blind المكفوفين

مثال : ينبغي علي الأغنياء مساعدة الفقراء.

- Rich people should help poor people.
- The rich should help the poor.

السؤال : وماذا عن الظرف؟ كيف يُترجم إلى الإنجليزية وأين يكون موقعه فى الجملة ؟

(أ) ظروف التكرار التالية توضع قبل الفعل الأساسي أو بعد (be) ويمكن أن يأتي بعضها في بداية أو نهاية الجملة :

always / usually / often / sometimes / occasionally / rarely / scarcely / seldom / hardly / never …

مثال : تحاول أمي دائما الحفاظ علي بيتنا نظيفًا و مُرتبًا.

- My mother always tries to keep our house clean and tidy.
- Always my mother tries to keep our house clean and tidy.

مثال : غالبا ما أكون في عملي في الموعد المحدد.

- I am usually at my work in time.

(ب) ظروف الكيفية التى تدل على كيفية أو طريقة حدوث الفعل تأتى بعد الفعل أو بعد المفعول :

مثال : أسير إلى مدرستي مسرعا.

- I walk quickly to my school.

مثال : من حقك أن تعبر عن رأيك بحرية.

- It is your right to express your opinion freely.

(جـ) ظروف الدرجة التالية تحدد درجة قوة أو ضعف الصفة ، و توضع قبل الصفة مباشرة :

extremely للغاية / absolutely بشكل مُطلق / utterly كليا / completely تماما /
really حقا / very / so جدا / quite إلى حد ما / rather إلى حد ما

مثال : إنني في الحقيقة غاضب جدا من ذلك الجار السيء.

- I'm really angry with that bad neighbour.

(د) في اللغة الانجليزية يُفضل ان يكون ظرف الزمان أو المكان إما في بداية الجملة أو نهايتها وذلك حسب المعنى :

مثال : أسافر إلى أوروبا مرتين كل صيف.

- I travel to Europe twice every summer.
- Every summer, I travel to Europe twice.

Now, test yourself

Translate into English :

١. لقد حان وقت العمل الجاد من اجل بناء مستقبل وطننا العظيم.

....

٢. العلم الحديث والتخطيط الجيد ضروريان من أجل حياة أفضل.

....

٣. هبة تذهب إلى الفراش مبكرًا.

....

٤. يستخدم الطلاب المصريون أجهزه الحاسب الآلى فى مدارسهم.

....

٥. يقدم العلماء شيء ما جديد كل يوم لخدمه البشرية.

....

٦. كان الجو حارا للغاية طوال الأسبوع الماضي.

....

٧. يجب أن تقود السيارة بحرص حتي تبقي بأمان.

....

٨. أحيانا أعمل في عطلة نهاية الأسبوع.

....

٩. المكفوفون يمكنهم التعلم و العمل.

....

١٠. الوجبات الصغيرة الخفيفة مفيدة للصحة.

....

١١. حصلت علي درجات مرتفعة بسبب العمل الجاد و المستمر.

....

١٢. يبدو هذا اللاعب غاضبا بعد خسارة المباراة.

....

Related Vocabulary

درجات	marks	الوطن	home / homeland
وجبات	meals	خفيف	light
حديث	modern	يبدو	look / seem
التخطيط	planning	خسارة	losing
البشرية	humanity	البشرية	mankind

4 Special Cases (1) حالات خاصة (1)

السؤال : كيف أقوم بترجمة الفعل (يعتبر) المبنى للمعلوم، وكذلك الفعل (يُعتبر / يُعد) المبنى للمجهول؟

(أ) يُترجم الفعل (يعتبر) المبنى للمعلوم كالتالى :

- **Subj.** فاعل **+ consider** (حسب الزمن) **+ that +** جملة **....**
- **Subj.** فاعل **+ regard** (حسب الزمن) **+ obj.** مفعول **+ as + noun ....**

مثال : تعتبر الحكومة التعليم استثمارًا فى مستقبل مصر.

- The government considers that education is an investment in the future of the country.
- The government regards education as an investment in the future of the country.

(ب) يُترجم الفعل (يُعتبر) المبنى للمجهول كالتالى :

- **Obj.** مفعول **+ be** (حسب الزمن) **+ considered ....**
- **Subj.** فاعل **+ be** (حسب الزمن) **+ regarded + as + noun ....**

مثال : يُعتبر التعليم استثمارًا فى مستقبل مصر.

- Education is considered an investment in the future of Egypt.
- Education is regarded as an investment in the future of Egypt.

السؤال : أحيانًا يكون من الصعب ترجمة الأفعال (يعمل / يقوم / يتم)، فكيف أترجم الجملة حينئذ ؟

هذا يحدث عندما لا تكون هذه الأفعال هى الأفعال الأساسية للجملة، وفى هذه الحالة يتم استبدالها بفعل مناسب للمعنى أو الاستغناء عنها والاعتماد على الفعل الأصلى :

مثال : تعمل جميع الدول على إيجاد حل لمشكلة التلوث.

هنا كلمة (تعمل) تؤدى معنى (تحاول)، فتترجم الجملة كالتالى :

- All nations try to solve the problem of pollution.

مثال : يقوم مُعلمو اللغة الإنجليزية بمدرستنا بشرح الدروس جيدًا.

- هنا كلمة (يقوم) لا تؤدي أي معني فيتم حذفها واستخدام فعل مشتق من الجملة (يشرح) ، وتُترجم الجملة كالتالي :

- The teachers of English in our school explain lessons well.

مثال : يتم حل المشكلات التى تواجه الطلاب لمساعدتهم علي التعلم بشكل جيد.

هنا كلمة (يتم) لا تؤدي معني ، فنحذفها و نترجم الجملة مبنية للمجهول كالتالي :

- The problems which face students are solved to help them learn well.

السؤال : ماذا أفعل عندما أترجم جملة عربية ليس بها فعل إلى اللغة الإنجليزية ؟

(أ) هناك الجمل الاسمية التى ليس فيها فعل و نستخدم (be) عند ترجمتها للإنجليزية :

مثال : العمل الجاد طريقك إلى النجاح.

- Hard work is your way to success.

(ب) هناك الجمل الاسمية عند ترجمتها للإنجليزية نستخدم (be) كترجمة لـ (هو / هي / هما / هم / هن):

مثال : الطعام الصحي والرياضة هما مفتاحي الصحة الجيدة والسعادة.

- Healthy food and sport are the keys to good health and happiness.

Now, test yourself

Translate into English :

١. يتم بناء طرق جديدة لحل مشكلة الازدحام المروري.

....

٢. العمل هو سر الحياة ، و النجاح في العمل هو السعادة.

....

٣. يعتبر أبي مشاهدة المباريات علي التلفاز مضيعة للوقت.

....

٤. تقوم الحكومة بتوفير التعليم لكل المواطنين.

....

٥. التعليم هو الطريق الحقيقى لمستقبل أفضل.

....

٦. يُعتبر الدكتور الباز رمز من رموز العلم في كل أنحاء العالم.

....

٧. إن الإنترنت أضخم مكتبة في التاريخ.

....

٨. يقوم أبي بزيارة جدى في الريف كل شهر.

....

٩. إن زراعة الصحراء شيء ضرورى لتوفير الغذاء.

....

١٠. تقوم الحواس بإرسال رسائل إلى المخ.

....

Related Vocabulary

achievement	إنجاز	source	مصدر
a waste of time	مضيعة للوقت	symbol	رمز
president	الرئيس	traffic jam	الازدحام المرورى

5 Special Cases (2) حالات خاصة (٢)

السؤال : كيف أترجم جملة بها (لدى / لديه / لديها / عندى / عنده / عندنا / لها / لهم ... إلخ) وليس بها فعل؟

تُترجم مثل هذه الجمل حسب الجدول التالى مع مراعاة زمن الجملة :

I have	عندى - لدى - لى - أملك	You have	عندكم - لديكم - لكم - تملكون
He has	عنده - لديه - له - يملك	We have	عندنا - لدينا - لنا - نملك
She has	عندها - لديها - لها - تملك	They have	عندهم - لديهم - لهم - يملكون
It has	لديه - لديها - له - لها	One has	للمرء - لدى المرء - يمتلك المرء
You have	عندك - لديك - لك - تملك		

مثال : لدينا الكثير من الاهتمامات فى وقت فراغنا.

- We have a lot of interests in our free time.

مثال : كان لأبى دور كبير فى نجاحى.

- My father had a great role in my success.

مثال : سيكون للشباب دور كبير فى تقدم الوطن.

- Youth will have a great role in the progress of the country.

السؤال : كيف أترجم جملة تبدأ بـ (عليه / عليها / عليك / لابد / حتما / يجب / ينبغي ....إلخ) ؟

تُترجم مثل هذه الجمل حسب القاعدة التالية :

- Subj. فاعل + must / should / ought to / have to / has to / had to + inf ....

مثال : علينا أن نحافظ على البيئة نظيفة.

- We should keep the environment clean.

مثال : لابد أن تُطيع والديك و تحترم مُعلميك.

- You must obey your parents and respect your teachers.

مثال : كان عليّ أن أراجع دروسي جيدا لأجتاز الإمتحان.

- I had to revise my lessons well to pass the exam.

السؤال : وكيف أترجم الكلمات (عسى / لعل / ليت) ؟

(أ) إذا جاء بعد هذه الكلمات فعل مضارع فإنها تُترجم في الغالب إلى :

- I hope / I wish + to + inf.
- I hope + subj. + will + inf.
- I hope + subj. + inf. + (s / es / ies)

مثال : ليتني أقدر أن أساعدك.

- I hope / wish to be able to help you.
- I hope I will be able to help you.
- I hope I am able to help you.

(ب) إذا جاء بعد (لعل / ليت) فعل ماضي فإنها تُترجم في الغالب إلى :

- I wish + subj. + had + p.p. ...
- I regret not + inf. + ing ...

مثال : ليتني ذاكرت جيدا العام الماضي.

- I wish I had studied hard last year.
- I regret not studying hard last year.

السؤال : وكيف أترجم المضاف والمضاف إليه ؟

(أ) نضع (of) بين المضاف والمضاف إليه أو نبدأ بالمضاف إليه ثم نضع المضاف بدون (of) :

مستوى المعيشة	- living standard	- standard of living
تلوث الهواء	- air pollution	- pollution of the air
معدل المواليد	- birth rate	- the rate of birth

(ب) تستخدم ('s) الملكية غالبًا عندما يكون المضاف إليه عاقل أو اسم حيوان :

- My parents' house. (s') ملكية جمع

- My mother's house. ('s) ملكية مفرد
- The parrot's tail is very long.

Now, test yourself

Translate into English :

١. يجب أن نستخدم أفضل الطرق لتربيه أطفالنا.

....

٢. تعمل الدولة على رعاية الشباب وتنميه مواهبهم.

....

٣. يجب أن ننشيء الأطفال علي حب الوطن و احترام الوالدين.

....

٤. علينا ان نشارك بإيجابية فى تقدم وطننا.

....

٥. علينا أن نداوم على تحسين ظروف حياتنا.

....

٦. يجب استخدام التكنولوجيا الحديثة في التعليم.

....

٧. من الضروري أن ننمى الاهتمام بالعلم لدى الصغار لإعداد جيل من العلماء.

....

٨. للعلماء دور هام فى إيجاد حلول لمشكلات المجتمع.

....

٩. ليتني لم أنفق كل مالي في شراء هذه السيارة.

....

١٠. للتليفزيون دور مؤثر في ثقافة وسلوك المواطنين.

....

Related Vocabulary

bringing up	تربية	positively	بإيجابية
conditions	ظروف	progress	تقدم
culture	ثقافة	share	نشارك
effective	مؤثر	society	المجتمع
generation	جيل	solutions	حلول
interest	اهتمام	talents	مواهب

6 Special Cases (3) حالات خاصة (٣)

السؤال : كيف أترجم كلمة (لقد) ؟

(أ) تترجم جملة (لقد) إلى زمن المضارع التام فى حالة عدم وجود كلمة دالة على الماضى :

مثال : لقد اجتاز أخي امتحان القيادة مؤخرًا.

- My brother has passed the driving test recently.

(ب) تُترجم جملة (لقد) إلى زمن الماضي البسيط في حالة وجود كلمة دالة على الماضي :

مثال : لقد إجتاز أخي إمتحان القيادة الأسبوع الماضي.

- My brother passed the driving test last week.

(جـ) تُترجم جملة (لقد) إلى زمن الماضي التام مع الحدث الأول في حالة وجود حدث تم قبل حدث آخر في الماضي :

مثال : لقد إجتاز أخي إمتحان القيادة الأسبوع الماضي قبل أن يقوم أبي بشراء سيارة له بالأمس.

- My brother had passed the driving test last week before my father bought him a car yesterday.

السؤال : حسنا ... فكيف أترجم كلمة (قد) ؟

لا توجد ترجمة لكلمة (قد) ، فهي تُحذف ونستخدم بدلًا منها زمن الماضي البسيط ويمكن المضارع التام :

(أ) تُترجم جملة (قد + فعل ماضي) مثل (لقد) :

مثال : قد اجتاز أخي إمتحان القيادة مؤخرا.

- My brother has passed the driving test recently.

(ب) تُترجم جملة (قد + فعل مضارع) إلى (may / might + inf.) :

مثال : قد يسافر أبي إلى أسوان غدا.

- My father may / might travel to Aswan tomorrow.

السؤال : وماذا أفعل عندما أترجم جملة تبدأ بحرف التوكيد (إن) ؟

- الجملة التى تبدأ بمصدر أو (إن + مصدر / اسم) في اللغة العربية غالبا ما تبدأ بـ (noun / inf. + ing) في اللغة الإنجليزية ويكون فعل الجملة مضارع بسيط :

مثال :إن تعلم اللغات الأجنبية والحاسب الآلي ضروري في الوقت الحالي.

- Learning foreign languages and the computer is necessary at present.

السؤال : وماذا أفعل عندما أترجم جملة تبدأ بـ (أن + فعل مضارع) وبعد الأفعال الناقصة؟

(أ) الجملة التى تبدأ بـ (أن + فعل مضارع) في اللغة العربية تبدأ بـ (To + inf.) في اللغة الإنجليزية :

مثال :أن تساعد في الحفاظ علي البيئة نظيفة فهذا شيء جيد.

- To help keep the environment clean is a good thing.

(ب) كلمة (أن) بعد الأفعال الناقصة لا تُترجم :

مثال : **يجب أن نجد** حلولا لمشكلاتنا الاقتصادية و الاجتماعية.

- We should find solutions to our economic and social problems.

Now, test yourself

Translate into English :

١. لقد فاز فريق كره القدم بمباراة هامة.

....

٢. لقد وهب الله مصر الكثير من الأماكن السياحية والطقس الرائع.

....

٣. لقد أثبت الأطباء أن من لا يدخنون مطلقا يعيشون حياه أطول.

....

٤. إن هوايتى المفضلة هى قراءة القصص الخيالية ولعب التنس.

....

٥. لقد أصبح ضروريا البدء فى إنشاء مدن جديدة في الصحراء.

....

٦. إن إهدار مياه النيل جريمة في حق الوطن.

....

٧. إن مهارات الحاسوب لا غني عنها للحصول علي وظيفة جيدة في الوقت الحالي.

....

٨. إن البحث العلمى وسيلة هامة لتحديد شكل مستقبل أى أمة.

....

٩. إن زراعه الصحراء وبناء المدن الجديدة يحل الكثير من المشاكل الاقتصادية والاجتماعية.

....

١٠. إن زيادة الإنتاج واجب وطنى لمواجهة مشكلة تزايد السكان.

....

١١. لقد وهب الله مصر كثير من الموارد الطبيعية.

....

Related Vocabulary

against	فى حق / ضد	nation	أمة
co-operation	تعاون	national	وطنى / قومى
crime	جريمة	production	إنتاج
duty	واجب	research	بحث
fictional	خيالى	resources	موارد
grant (ed)	يهب	skills	مهارات
increasing	زيادة	wasting	إهدار
means	وسيلة		

7 Special Cases (4) حالات خاصة (٤)

السؤال : وكيف أترجم الجمل التى تبدأ بـ (يوجد / كان يوجد / هناك / كان هناك / سيكون هناك .... الخ) إلى اللغة الإنجليزية ؟

تُترجم هذه الصيغة إلى :

- There + is / are / was / were / have been / has been / had been / will be/ can be / must be .... + noun اسم

مثال : يوجد الكثير من الطرق لتجنب الأمراض.

- There are a lot of ways to avoid diseases.

مثال : كان هناك مشكلة في محرك السيارة.

- There was a problem with the car engine.

مثال : سيكون هناك بدائل للبترول في المستقبل.

- There will be replacements for oil in the future.

مثال : لابد أن يكون هناك حل لمشكلة تلوث الهواء.

- There must be a solution to the problem of air pollution.

السؤال : كيف أترجم الجمل التى بها (كلما ... كلما) إلى اللغة الإنجليزية ؟

تُترجم هذه الصيغة إلى :

- The + صفة مقارنة **+ subj. + verb......+ the +** صفة مقارنة **+ subj. + verb .....**

مثال : كلما تمرنت أكثر كلما أصبحت أكثر لياقة.

- The more you exercise, the fitter you get / become.

مثال : كلما تكون أكثر طولا كلما تستطيع أن تجري أسرع.

- The taller you are, the faster you can run.

السؤال : كيف أترجم الضمير المتصل بفعل ؟

(أ) ضمير الفاعل المتصل بفعل يترجم ضمير فاعل (I - he - she - it - you - we - they)، لاحظ :

- I wrote كَتَبْتُ
- She wrote كَتَبَتْ
- We wrote كتبنا

مثال : زرت جدتى مع أخى واشترينا لها هدية.

- I and my brother visited my grandmother and bought her a present.

(ب) ضمير المفعول المتصل بفعل أو حرف جر يُترجم ضمير مفعول (me - him - her - it - you - us - them):

مثال : سمعته يقول بعض المعلومات الهامة فاستمعت إليه بحرص.

- I heard him say something important, so I listened to him carefully.

السؤال : كيف أترجم الضمير المتصل باسم ؟

الضمير المتصل بالاسم يُترجم إلى صفة ملكية (my - his - her - its - our - your - their - 's) لاحظ :

- my book كتابى
- her book كتابها
- our book كتابنا

مثال : يبذل جميع المواطنين ما بوسعهم من أجل وطنهم.

- All citizens do their best for their home.

Now, test yourself

Translate into English :

١. توجد بعض قواعد النظافة الشخصية التى يجب اتباعها لتجنب الأمراض.

....

٢. علمتنى الحياة ألا أحزن على ما ضاع منى لأنه ليس لى.

....

٣. كلما ساعدت الناس وقت الحاجة كلما شعرت بالسعادة.

....

٤. تحتاج الدولة جهودنا نحن الشباب لتحقيق التقدم.

....

Related Vocabulary

وقت الحاجة	in need	إنجازات	achievements
يدين	owe	عصر	age
مستوى المعيشة	standard of living	من أجل المتعة	for fun

8 Special Cases (5) حالات خاصة (٥)

السؤال : وكيف أترجم الجمل التى تبدأ بـ (من + صفة) إلى اللغة الإنجليزية ؟

- تُترجم هذه الصيغة إلى :

- It is + adj. صفة + (for + فاعل أو ضمير مفعول) + to + inf. ....

مثال : من الجيد أن تقضي وقت فراغك بشكل مفيد.

- It is good (for you) to spend your free time in a useful way.

مثال : من الضروري أن يشارك الطلاب في الأنشطة المدرسية.

- It is necessary for students to take part in school activities.

السؤال : كيف أترجم المفعول المُطلَق إلى اللغة الإنجليزية ؟

- بصفة عامة يُحذف المفعول المطلق عند الترجمة للإنجليزية.

مثال : تتأثر الصحة تأثرا كبيرا بالتدخين.

- Health is greatly affected by smoking.

السؤال : هناك أيضًا الأعداد، هل تُترجم أرقامًا حسابية أم حروفًا ؟

(أ) الاعداد من (1 - 9) تكتب هجائياً دائما ، أما إذا زاد عن ذلك فيكتب أرقامًا حسابية :

مثال : أرسلت دعوات الحفل لخمسين صديقًا لكن لم يحضره منهم إلا ثمانية.

- I sent the invitations of the party to 50 friends, but only eight of them attended it.

(ب) عندما تبدأ الجملة الانجليزية بذكر العدد فانه يكتب هجائيًا دائمًا :

مثال : وصل ثلاثون مسافرا إلى المحطة بعد أن غادر القطار.

- Thirty passengers arrived at the station after the train had left.

السؤال : وماذا عن حروف الجر ؟

- لحروف الجر استخدامات يعرفها الطالب بالتدريج من خلال دراسته للغة ، و المهم هنا أن هناك بعض الأفعال التى لا تأخذ حرف جر مثل :

يشتمل على	include	يعجب ب	admire
يلتحق ب	join	يؤثر على	affect
يحصل على	obtain	يقبض على	arrest
يدين ب	owe	يتجنب	avoid
ينجح / يجتاز / يمر على	pass	يحتفل ب	celebrate
يصل إلى	reach	يتمتع ب	enjoy
يتعرف على	recognise	يخشى أن	fear
يضحى ب	sacrifice	يشعر ب	feel

مثال : يؤثر التدخين على الصحة بشدة.

- Smoking affects health badly.

Now, test yourself

Translate into English :

١. يحذر الأطباء الناس تحذيرًا شديدًا من التدخين.

....

٢. تهتم الدولة اهتمامًا كبيرًا بالموهوبين وتقدم لهم مزايا قيمة.

....

٣. تولى الحكومة اهتمامًا كبيرًا بالأطفال لأنهم قادة المستقبل.

....

٤. من الحكمة ألا تتخذ قرارًا إلا بعد تفكير عميق.

....

Related Vocabulary

current events	الأحداث الجارية	pay attention	تولى اهتمامًا
deep thought	تفكير عميق	the Middle East	الشرق الأوسط
It is wise	من الحكمة		

Part II Translation from English into Arabic

الترجمة من اللغة الإنجليزية إلى اللغة العربية :

- الترجمة من اللغة الإنجليزية إلى اللغة العربية أمر سهل وبسيط، ولقد تم تناول معظم الملاحظات التى قد تفيدك فيها ضمن الملاحظات الخاصة بالترجمة من اللغة العربية للغة الإنجليزية ولم يتبقى سوى بعض الملاحظات البسيطة سنتناولها فيما يلى :

السؤال : ما الذى يتطلبه ترجمة نص من اللغة الإنجليزية إلى اللغة العربية ؟

(أ) قراءة وفهم النص الإنجليزى لمعرفة الفكرة العامة للموضوع.

(ب) قراءة النص مرة أخرى بعناية للوقوف على الكلمات والتراكيب الصعبة.

(جـ) تخمين معنى الكلمات الصعبة من سياق الجملة فالمطلوب هو استنتاج المعنى.

(د) بعد الانتهاء من الترجمة، اقرأ الترجمة العربية لتتأكد من أنها مكتوبة بأسلوب عربى سليم مع تجنب الترجمة الحرفية والأخطاء النحوية.

السؤال : كيف أترجم الفعل (be) عندما يكون فعلًا أساسيًا ؟

هناك طرق مختلفة لترجمة هذا الفعل حسب استخدامه فى الجملة الإنجليزية، منها :

(أ) المعنى الأساسى للفعل (be) فى اللغة العربية وهو (يكون / يوجد) :

e.g. - My life was difficult when I was abroad, away from home.

كانت حياتى صعبة عندما كنت بالخارج بعيدًا عن الوطن.

(ب) يمكن ترجمة الفعل (be) بفعل آخر فى اللغة العربية غير (يكون / يوجد) حسب المعنى العام للنص :

e.g. - The wedding was last week.
- تم الزفاف الأسبوع الماضى.

- A knife is for cutting food.
- تستخدم السكين لتقطيع الطعام.

(جـ) يمكن ترجمة الفعل (be) بضمير شخصى مثل (هو / هى / هما / هم / هنَّ) فى اللغة العربية مثل :

e.g. - My mother is everything to me.
- إن أمي هى كل شىء بالنسبة لى.

- Our children are the joy of our life.
- أطفالنا هم بهجة حياتنا.

(د) يمكن إسقاط الفعل (be) نهائيًا من الترجمة العربية للجملة :

e.g. - Ahmed is a hard-working student.
- أحمد طالب جاد فى العمل.

- My house is in a quiet part of the city.
- يقع منزلى فى جزء هادئ من المدينة.

السؤال : قالوا لى أن الفعل (have) متعدد المعانى، فكيف أترجمه إلى العربية ؟

- هذا كلام صحيح، فهذا الفعل يستخدم بمعانى كثيرة منها :

(أ) المعنى الأصلى للفعل (have) هو (يمتلك / عنده / لديه) حسب الزمن :

- I have a house with a small garden.

- لدى / عندى / أمتلك منزلًا ذو حديقة صغيرة.

(ب) يمكن أن يُستخدم (have) حسب الزمن بمعنى (يتناول طعامًا أو شرابًا) :

- I had some meat and rice for lunch yesterday.

- تناولت بعض اللحم والأرز فى الغداء أمس.

(جـ) يمكن أن يُستخدم (have) حسب الزمن بمعنى (يُقيم / يعقد / يَحضر) :

- I will have a big party on the occasion of my daughter's success.

- سأقيم حفلًا كبيرًا بمناسبة نجاح ابنتى.

(د) يمكن أن يُستخدم (have) حسب الزمن بمعنى (يعانى / لديه معاناه) :

- She had a bad headache after the party.

- لقد عانت من صداع شديد بعد الحفل.

السؤال : هل بالفعل كلمة (only) تحتاج لمعاملة خاصة فى الترجمة ؟

نعم بالفعل، ولكى تترجم بشكل سليم لابد أن تتذكر دائمًا أن هذا الفعل يقصر الكلمة التى تأتى بعده مباشرة:

- Only my mother helped me with my homework.

- أمى فقط هى من ساعدتنى فى واجبى المنزلى.

- My mother only helped me with my homework.

- لم تقم أمى إلا بمساعدتى فى واجبى المنزلى.

- My mother helped only me with my homework.

- ساعدتنى أمى أنا فقط فى واجبى المنزلى.

- My mother helped me with only my homework.

- ساعدتنى أمى فى واجبى المنزلى فقط.

السؤال : ماذا أفعل إذا كان فعل الجملة الإنجليزية مبنيًا للمجهول ؟

(أ) يفضل تحويل الجملة الإنجليزية المبنية للمجهول إلى المبنى للمعلوم عند الترجمة للعربية طالما كان الفاعل معروفًا :

- The operation was performed by a well-known surgeon.

- لقد أجرى العملية جراح مشهور / أجريت العملية الجراحية عن طريق جراح مشهور.

(ب) من الممكن استخدام الفعل (تم) يليه الاسم من الفعل الأصلى مثل :

e.g. - The task was carried out on time.

- تم تنفيذ المهمة فى الوقت المحدد.

Now, test yourself

Translate into Arabic :

1. A good friend is a source of strength that keeps you going through all ups and downs of life.
2. Always do right. This will please some people and astonish the rest.
3. Awareness should be spread among citizens to make great efforts to reduce pollution.
4. Creative thinking is essential for success in life.

General Exercises On Translation skill

1. Choose the correct Arabic translation from a, b, c or d:

1. Tourism is considered a main source of national income, so we should attract more tourists to visit Egypt.

a. تُعتَبر السياحة مصدراً رئيسيًا من مصادر الاقتصاد القومي، ولذا علينا أن نجذب الكثير من السياح لزيارة مصر.

b. تُعتَبر السياحة مصدراً رئيسيًا من مصادر الدخل القومي، ولذا علينا أن نجذب الكثير من السياح لزيارة مصر.

c. تُعتَبر السياحة مصدراً رئيسيًا من مصادر الدخل القومي، ولذا علينا أن نجذب القليل من السياح لزيارة مصر.

d. تُعتَبر السياحة مصدراً رئيسيًا من مصادر الدخل الأُسريّ، ولذا علينا أن نجذب الكثير من السياح لزيارة مصر.

---

2. All driverless cars will be electric and much cleaner than petrol ones. They reduce pollution as well.

a. إن قيادة السيارات الكهربائية سهل وبسيط ويساعد على تقليل التلوث.

b. لم يعد قيادة السيارات الكهربائية صعب، ولكنه أسهل بكثير من سيارات البنزين ويقلل التلوث.

c. جميع السيارات التي بلا قائد ستكون كهربية، فهي أنقي من سيارات البنزين وتقلل التلوث أيضاً.

d. إن استخدام السيارات الكهربية أنقي من السيارات البنزين لكنها تزيد الجو تلوثاً.

---

3. Many kinds of animals and plants are endangered, so man must pay more attention to the environment.

a. كثير من الحيوانات العطوفة والنباتات مُعرَّضة للخطر، لذلك يجب أن يهتم الإنسان بالبيئة بشكل أكبر.

b. أنواع كثيرة من الحيوانات والنباتات مُعرَّضة للخطر، لذلك يجب على الرجل أن يدفع اهتمام بشكل أكبر.

c. هناك أنواع كثيرة من الحيوانات والنباتات الخطيرة، لذلك يجب أن يهتم الإنسان بالبيئة بشكل أكبر.

d. تتعرض الكثير من أنواع الحيوانات والنباتات للخطر، لذلك يجب أن يهتم الإنسان بالبيئة بشكل أكبر.

---

4. There's no doubt that education is the backbone of scientific progress. Without teachers, people will suffer from the darkness of ignorance.

a. لا شك أن التعليم هو العمود الفقرى للتقدم العملي، وبدون المعلمين سيعاني الناس من آثار الجهل.

b. لا شك أن التعليم هو العمود الفقرى للتقدم العلمي، وبدون المتعلمين سيعاني الناس من ظلام الجهل.

c. لا شك أن التعليم هو العمود الفقرى للتقدم العلمي، وبدون المعلمين سيعاني الناس من ظلام الجهل.

d. لا شك أن التعليم هو العمود الفقرى للتقدم العلمي، وبدون المعلمين سيعاني الناس من نور الجهل.

5. The government has carried out many national projects that aim to create thousands of job opportunities and bring about a real development.

a. نفذت الحكومة العديد من المشاريع القومية التي تهدف إلى خلق آلاف من فرص العمل وتحقيق استثمار حقيقي.
b. نفذت الحكومة العديد من المشاريع المحلية التي تهدف إلى خلق آلاف من فرص العمل وتحقيق تنمية حقيقية.
c. نفذت الحكومة العديد من المشاريع القومية التي تهدف إلى خلق آلاف من فرص العمل وتحقيق تنمية مستدامة.
d. نفذت الحكومة العديد من المشاريع القومية التي تهدف إلى خلق آلاف من فرص العمل وتحقيق تنمية حقيقية.

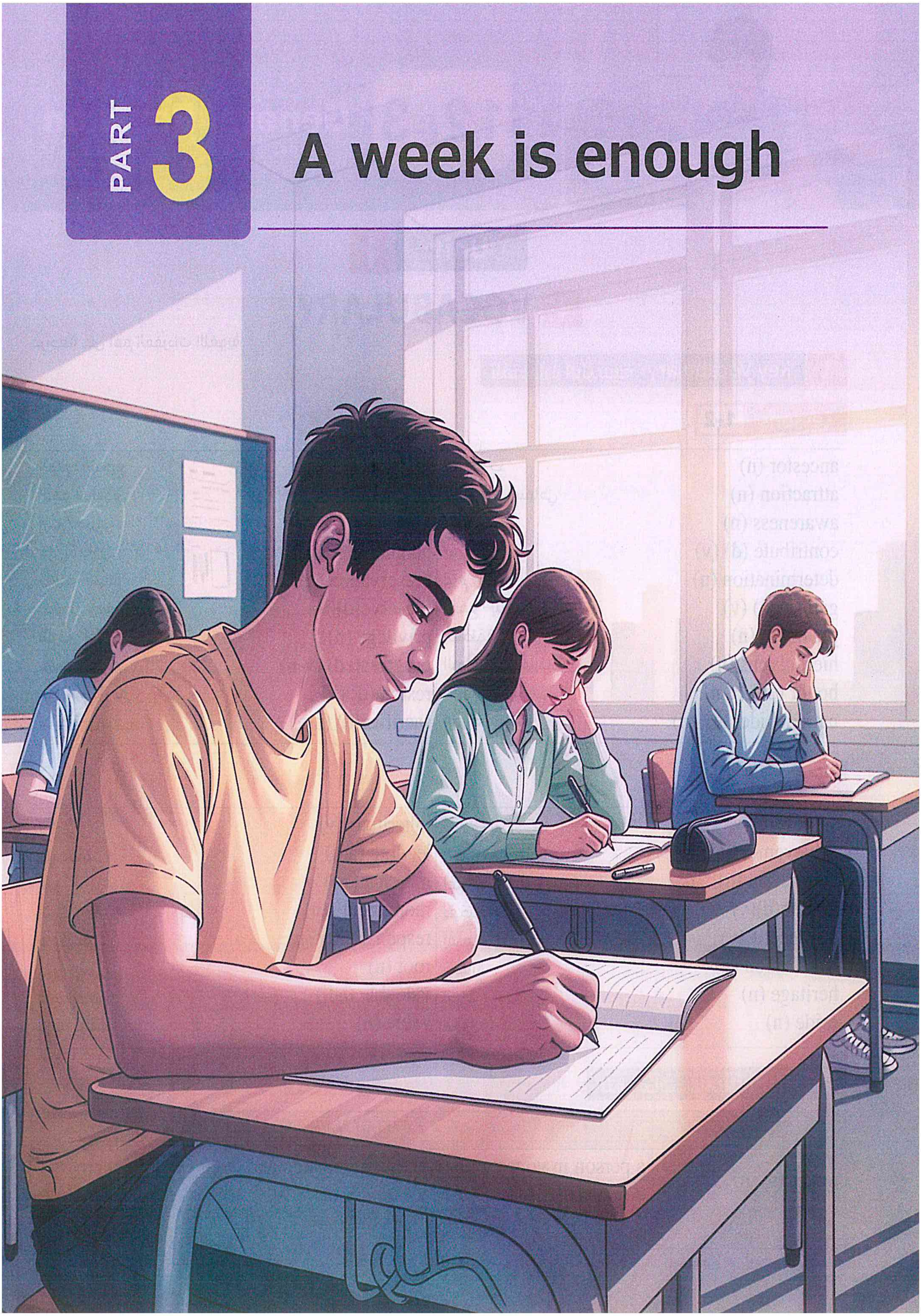
6. Production must go side by side with global quality. We should improve our local products to compete in the global market.

a. لابد أن يسير الإنتاج جنباً إلى جنب مع الجودة العالمية، وعلينا تحسين منتجاتنا المحلية للمقارنة بين السوق العالمية.
b. لا يمكن أن يسير الإنتاج جنباً إلى جنب مع الجودة العالمية، وعلينا تحسين منتجاتنا المحلية للمنافسة في السوق العالمية.
c. لابد أن يسير الإنتاج جنباً إلى جنب مع الجودة العالمية، وعلينا تحسين منتجاتنا المحلية للمنافسة في السوق العالمية.
d. لابد أن يسير الإنتاج جنباً إلى جنب مع الجودة العالمية، وعلينا تقليل منتجاتنا المحلية للمنافسة في السوق العالمية.

احرص على اقتناء
EL-MOASSER
فى اللغة الإنجليزية
للصف الأول الثانوى
الفصل الدراسى الثانى

PART 3

A week is enough



Days 1,2&3 General Revision

Unit 1

I VOCABULARY

مراجعة على أهم المفردات اللغوية

1 Key Vocabulary المفردات الرئيسية

Lessons 1-2

ancestor (n)	سَلَف - جِدّ	inspiration (n)	إلهام - تشجيع
attraction (n)	مَعلَم جذب سياحي	inspire(d) (v)	يُلهِم - يشجع
awareness (n)	الوَعي	legacy (n)	إرث / ميراث
contribute (d) (v)	يُساهِم	neighborhood (n)	حَيّ - مجاورة
determination (n)	عَزم - إصرار	preservation (n)	حِفاظ - صيانة
gather(ed) (v)	يَجْمَع - يتجمع	preserve(d)(v)	يَحفَظ - يصون
greatness (n)	العَظَمَة	privilege (n)	شَرَف - إمتياز - ميزة
hieroglyphs (n)	الرموز الهِيرُوغْليفية	progress(ed) (v-n)	يَتَقَدَّم - التَقَدُّم
honor (ed) (v-n)	يُكَرِّم - شرف/مجد	restore(d) (v)	يَستعيد - يُرَمِّم
national identity (n)	الهُويَّة الوطنية	sacrifice(d) (n-v)	تَضحِيَة - يُضَحِّي

Lessons 3-4

achieve(d)(v)	يُحَقِّق - يُنْجِز	inherit(ed)(v)	يَرِث
achievement(n)	إنجاز - نجاح	leading (adj)	بارز - هام
admiration (n)	إعْجاب - إحْتِرام	merchant (n)	تاجِر
admire(d)(v)	يُعْجَب - يُقَدِّر	monuments (n)	آثار
advance(d)(v)	يُقَدِّم - يَتَقَدَّم	responsibility (n)	مسئولية
civilization (n)	حَضارَة	root (n)	جِذر - أَصل
heritage (n)	التُراث	valuable (adj)	قَيِّم - نَفِيس
pride (n)	فخر	value (n)	قِيمَة - مَبْدَأ

2 Definitions التعريفات

Memorise	Understand
ancestor (n) سَلَف - جِدّ	a person in your family who lived long ago and from whom you are descended ينحدر

attraction (n) مَعلَم جذب سياحي	a place or thing that many people want to visit because it is interesting or enjoyable
awareness (n) الوَعي	knowing that something exists يوجد or is happening-knowledge or understanding of a situation
determination (n) عَزم - إصرار	the firm decision and effort جُهد to keep trying until a goal is reached
hieroglyphs (n) الرموز الهيرُوغليفية	the picture symbols used in ancient Egyptian writing to show words or sounds
honor (v) يُكرِّم	to show great respect to someone or something, especially in a public way
inspiration (n) إلهام	a strong idea or feeling that encourages you to create, act, or try harder
legacy (n) إرث	something that is passed down from the past – ideas, achievements, or property ثروة – that still affects the present
national identity (n) الهُويّة الوطنية	the shared sense of who a nation's people are, shaped by common history, culture, and values
neighborhood (n) حَيّ - مجاورة	a small area of a town or city where people live and interact يتفاعل
preservation (n) حِفاظ - صيانة	the act of keeping something in good or original condition حالة اصلية and preventing damage
privilege (n) شَرَف - إمتياز - ميزة	a special right or advantage that only some people or groups have
progress (n) يَتقدّم/يتطور	to move forward or improve towards a goal over time
restore (v) يستعيد / يُرمّم	to return something to a former سابق good condition حالة by repairing or cleaning it
sacrifice (n) تضحية	the act of giving up something valuable for someone or something more important
achievement(n) إنجاز - نجاح	something important or successful that you do after trying hard
admire(d)(v) يُعجَب - يُقدّر	to like and respect someone or something for their good qualities سِمات or skills
advance(d)(v) يُقدّم - يَتقدّم	to move forward or make progress in something

civilization (n) حَضارَة	a society with its own culture and way of life, especially in the past
heritage (n) التُراث	receiving money, property ثروة , or traditions from someone after they die
inherit(ed)(v) يَرِث	to receive money, property, ثروة or traditions from someone after they die
leading (adj) بارز - هام	most important or successful in a particular area
merchant (n) تاجِر	a person whose job is to buy and sell goods in large amounts
monuments (n) آثار	a building, statue, or other structure built to remind people of an event or person
root (n) جِذر - أَصل	- the part of a plant that grows under the ground - the cause or origin منشأ of something
value (n) قِيمَة - مَبدَأ	the worth قيمة or usefulness فائدة of something; the beliefs that are important to a person or group

3 Synonyms مترادفات

Word		Synonym (= Meaning)
ancestor (n)	سَلَف - جِدّ	forefather, predecessor, progenitor
attraction (n)	مَعلَم جذب سياحي	appeal, charm
awareness (n)	الوَعي	consciousness, perception
contribute(d)(v)	يُساهِم	donate, give, provide
determination (n)	عَزم - إصرار	perseverance, firmness
gather(v)	يَجْمَع - يتجمع	collect, assemble, accumulate
inspiration (n)	إلهام	motivation, encouragement, stimulation
inspire (v)	يُلهِم	motivate, encourage, stimulate
heritage (n)	تراث / إرث / ميراث	inheritance, bequest, legacy
neighborhood (n)	حَيّ - مجاورة	district, community
preservation (n)	حِفاظ - صيانة	protection, conservation
privilege (n)	شَرَف - إمتياز	advantage, benefit, honor
progress (v)	يَتَقَدَّم	advance, improve, develop
restore (v)	يُرَمِّم	repair, renovate
sacrifice (n)	تَضحِيَة	offering, surrender, giving up
achieve (d)(v)	ينجز / ينجح فى	accomplish, attain, reach, realize
achievement(n)	إنجاز - نجاح	accomplishment, success, triumph
admiration (n)	إعجاب - احترام	appreciation, esteem, respect
admire(d)(v)	يُعجَب - يُقَدِّر	appreciate, respect, praise
advance(d)(v)	يُقَدِّم - يَتَقَدَّم	progress, improve, develop
civilization (n)	حَضارَة	culture, society, advancement

heritage (n)	التراث	legacy, tradition, inheritance
inherit(ed)(v)	يَرِث	receive, acquire, obtain
leading (adj)	بارز - هام	top, main, principal
merchant (n)	تاجر	trader, dealer
root (n)	جِذر - أصل	origin, source, base
valuable (adj)	قيِّم - نَفيس	precious, important, priceless
value (n)	قِيمَة - مَبْدَأ	worth, importance, principle
wise (adj)	حكيم	intelligent, sensible, clever

4 Antonyms المتضادات

Word		Antonym (= Opposite)	
ancestor (n)	سَلَف - جَدّ	descendant, successor	نَسل، خَلَف
attraction (n)	جذب / مَعلَم جذب سياحي	repulsion , ugliness	تنافر / إشمئزاز
awareness (n)	الوَعي	ignorance , unawareness	جَهل، عَدَم الوَعي
contribute(d)(v)	يُساهم	withhold , take	يَمتَنِع، يَأخُذ
determination (n)	عَزم - إصرار	indecision , hesitation	تَرَدُّد، تَحَيُّر
gather(v)	يَجْمَع - يتجمع	scatter, disperse	يُبَدِّد - يُفَرِّق
honor (v)	يُكَرِّم	dishonor, disgrace	يُهين
inspiration (n)	إلهام	discouragement , depression	إحباط - تثبيط
inspire (v)	يُلْهِم	discourage, deter	يُخبِط - يُثني
preserve (v)	يحفظ / يصون	harm , neglect , destroy	يهمل / يدمر / يتلف
preservation (n)	حِفاظ - صيانة	neglect, destruction	إهمال - تدمير
privilege (n)	امتياز	disadvantage, hardship	ضَرَر - مَشَقَّة
progress (v)	يَتَقَدَّم	regress, decline	تراجُع - انحطاط
restore (v)	يُرَمِّم	damage, ruin	يُتلِف - يُدَمِّر
sacrifice (n)	تَضحِيَة - يضحى	selfishness	أنانيَّة
achievement(n)	إنجاز - نجاح	failure, defeat, loss	فَشَل - هَزيمَة - خُسارَة
admiration (n)	إعجاب - إحترام	dislike, disapproval, contempt	كَراهِيَة - استِنكار - احْتِقار
admire(d)(v)	يُعجَب - يُقَدِّر	dislike, criticize, despise, hate	يَكرَه - يَنتَقِد - يَحتَقِر
advance(d)(v)	يُقَدِّم - يَتَقَدَّم	retreat, regress, decline	يَتَراجَع - يَنحَسِر - يَتَدَهوَر
civilization (n)	حَضارَة	barbarism, primitiveness, savagery	البربرية - البَدائيَّة
inherit(ed)(v)	يَرِث	lose , forfeit , disinherit	يحرم - يفقد الميراث
leading (adj)	بارز - هام	minor, unimportant, insignificant	ثانوي - غير هام - تافِه
merchant (n)	تاجر	customer, buyer, consumer	زَبون - مُشتَرٍ - مُستَهلِك
root (n)	جِذر - أصل	branch, leaf, surface	غُصن - وَرَقَة - سَطح
valuable (adj)	قيِّم - نَفيس	worthless, cheap, valueless	تافِه - رَخيص - عَديم القيمة
value (n)	قِيمَة - مَبدَأ	worthlessness, insignificance, triviality	انعدام القيمة - تَفاهَة
wise (adj)	حكيم	foolish, silly, unwise	غير حكيم / احمق

II LANGUAGE

مراجعة على أهم القواعد اللغوية

1 The Past Simple Tense : زمن الماضى البسيط :

١ يتكون الماضى البسيط فى الجمل الخبرية المبنية للمعلوم من :

Subject فاعل + التصريف الثانى للفعل ....

ex. - Ahmed visited his friends yesterday. - They saw a show last night.

٢ عند النفى :

Subject فاعل + did not / didn't + inf. ....

ex. - Ahmed did not (didn't) visit his friends yesterday.

- They did not (didn't) see a show last night.

2 The Past Continuous Tense : زمن الماضى المستمر :

١ فى الجملة المثبتة :

Subject فاعل + was / were + (inf. + ing) ....

ex. - Ahmed was reading a story.

- Rodayna and Heba were cooking lunch.

٢ فى الجملة المنفية :

Subject فاعل + was not(wasn't)/were not (weren't) + (inf. + ing) ....

ex. - Ahmed was not (wasn't) reading a story.

- Rodayna and Heba were not (weren't) cooking lunch.

٣ فى السؤال الذى يبدأ بفعل مساعد بمعنى «هل» :

Was/Were + subject فاعل + (inf. + ing) ...... ?

ex. - Was Ahmed reading a book? - Were you eating a cake?

٤ فى السؤال بـ «أداة استفهام» :

Question word أداة استفهام + was/were + subject فاعل + (inf. + ing) ...... ?

ex. - What was Ahmed reading ?

٥ فى صيغة المبنى للمجهول :

Object مفعول + was/were + being + p.p. ....

ex. - A story was being read by Ahmed.

Unit 2

I VOCABULARY

مراجعة على أهم المفردات اللغوية

1 Key Vocabulary المفردات الرئيسية

Lessons 1-2

care(d)(v-n)	يَهتَمّ/يرعى - رعاية
community(n)	مُجتَمَع
confidence(n)	ثِقة
fade(d)(v)	يَتلاشَى - يَختَفي
irresistible(adj)	لا يُقاوَم
isolate(d)(v)	يَعزِل - يُبعِد
isolated(adj)	معزول - منفصل
light up-lit up-lit up (v)	يُضيء - تنفرج أساريره
mirror her mood	تعكس حالتها
mirror(ed)(v)	يَعكِس - يُشابه
mood(n)	مِزاج - حالَة
optimism(n)	تَفاؤُل
overwhelm(ed)(v)	يُرهِق - يُثقِل
recycle(d)(v)	يُعيد تَدوير
sapling(n)	غَرسَة (شتلة)
slip(ped)(v)	يَنزلِق - يَتَدَهوَر
stare(d)(v)	يُحَدِّق
support(ed)(v-n)	يُساعِد - يُسانِد - دَعم
teamwork(n)	عَمَل جَماعي
transform(ed)(v)	يُحوِّل - يُغَيِّر
volunteer(ed)(v-n)	يتطوع - متطوع

Lessons 3-4

duty(n)	وَاجِب - مُهِمَّة
emergency(n)	حالة طَوارِئ
flood(ed)(v-n)	يفيض - يغمر - فَيَضان
obligation(n)	إلتِزام - وَاجِب
protect(ed)(v)	يُحافِظ - يُحمي
rescue(d)(v)	يُنقِذ - يُخَلِّص
risk(ed)(v-n)	يُخاطِر- مخاطرة
risky(adj)	خَطير- مُحتَمِل الخُطورَة
truth(n)	حَقيقة

2 Definitions التعريفات

Memorise	Understand
community(n) مُجتَمَع	people who live in the same area or have something in common
confidence(n) الثِقة	belief in your own abilities
fade(v) يَتلاشَى - يَختَفي	to become less bright, clear, or strong
irresistible(adj) لا يُقاوَم	so attractive جذّاب or appealing مثير للإعجاب that it is impossible to refuse or avoid
isolated(adj) معزول - منفصل	separated منفصل from others, either physically بدنيا or socially اجتماعيا

optimism(n) تفاؤل	the belief اعتقاد that good things will happen or that the future will be positive
overwhelm(v) يُرهِق - يُثقِل	to affect someone so strongly that they cannot think or act clearly
sapling(n) غرسة (شتلة)	a young tree
stare(v) يُحَدِّق	to look at someone or something for a long time moving your eyes
support(v) يُساعِد - يُساند - دَعْم	to give help or encouragement to someone
transformed(v) حوّل - غيّر	completely changed in a positive way
volunteer(n) يتطوع	a person who works without pay to help others
duty(n) وَاجِب - مُهِمَّة	something you have to do because it is your job or it is morally أخلاقيا right
emergency(n) حالة طَوارئ	a sudden, dangerous situation
flood(ed)(v-n) يفيض - يغمر - فَيَضان	- a large amount of water covering land that is usually dry - to cover an area with water or fill something with too much of something
obligation(n) إلتِزام - واجِب	something you must do
protect(ed)(v) يُحَافِظ - يَحمي	to keep safe
rescue(d)(v) يُنقِذ - يُخَلِّص	to save someone from danger
risk(ed)(v-n) يُخاطِر- مخاطرة	- the chance فُرصة that something bad may happen - to do something that might have a bad result or is dangerous
risky(adj) خَطِير - مُحتَمِل الخُطورَة	something dangerous
trust(ed)(v) يثق	to believe in someone or something
truth(n) حَقِيقَة	the real facts about something; what is true and not a lie

3 Synonyms مترادفات

Word	Synonym (= Meaning)
care(v) يَهتَمّ - يرعى	look after, protect, watch over
fade(v) يَتلاشَى - يَختَفِي	disappear, vanish, weaken, decline
irresistible(adj) لا يُقاوَم	tempting, appealing, attractive,fascinating, captivating
isolated(adj) معزول - منفصل	separated, detached, removed, disconnected
light up(v) يُضيء - تنفرج أساريره	brighten, illuminate, glow, shine
mirror her mood تعكس حالتها	reflect her feelings, show her mood, display her state

optimism(n)	تَفاؤُل	hopefulness, cheerfulness
overwhelm(v)	يُرهِق - يُثقِل	overpower, overload
recycle(v)	يُعِيد تَدوِير	reprocess, reuse, recover
stare(v)	يُحَدِّق	gaze, peer
support(v) (n)	يُساعِد - يُسانِد - دَعْم	assist, help, aid, encourage
transform(v)	يُحوِّل - يُغَيِّر	change, convert, alter
emergency(n)	حالة طَوارِئ	crisis, urgent situation
flood(v)	يفيض - يغمر	overflow, inundate, swamp
flood(n)	فَيَضَانٌ	overflow, inundation
obligation(n)	إِلْتِزَامٌ - وَاجِبٌ	duty, responsibility, commitment
protect(ed)(v)	يُحَافِظُ - يُحْمِي	defend, guard, shield
rescue(d)(v)	يُنقِذُ - يُخَلِّصُ	save, free
risk(v)	يُخَاطِرُ	endanger, hazard, venture
risk(n)	مخاطرة	danger, hazard, threat
risky(adj)	خَطِيرٌ - مُحْتَمِلُ الخُطُورَةِ	dangerous, hazardous, unsafe

4 Antonyms المتضادات

Word	Antonym(= Opposite)
care(v) يَهتَمّ/يرعي	neglect, ignore, disregard, overlook يُهمِل - يَتَجاهَل - يَغفُل - يَتَغاضى
confidence(n) ثِقَة	doubt, distrust, uncertainty شَكّ - عَدَم ثِقَة - عَدَم إيمان
fade(v) يَتلاشَى - يَختَفِي	brighten, strengthen, appear, emerge, intensify يَظهَر - يَبرُز - يَشتَدّ - يُضِيء - يُقوّي
irresistible(adj) لا يُقاوَم	resistible, avoidable, undesirable, unattractive, unappealing يُمكِن مُقاوَمَتُه - غَير مَحبوب
isolated(adj) معزول - منفصل	connected, united, integrated, joined مُدمَج - مُرتَبِط - مُتَّحِد - مُتكامِل - مُنضَمّ
light up(v) يُضِيء - تنفرج أساريره	darken, dim يُظلِم - يُعتِم
mirror تعكس /تُظهِر	hide, conceal, disguise يُخفي - يُموِّه
optimism(n) تَفاؤُل	pessimism, hopelessness, gloom, despair تَشَاؤُم - يَأس - كَآبَة - قُنُوط
overwhelm(v) يُرهِق - يُثقِل	underwhelm, calm, relieve, comfort يُهدِّئ - يُرِيّح - يُطمئِن - يُشَجِّع
recycle(v) يُعِيد تَدوِير	waste, discard, throw away, dispose of, dump يُهدر - يَطرَح - يُلقِي
support(v) يُساعِد - يُسانِد - دَعْم	oppose, resist, hinder, obstruct, discourage يُعارِض - يُقاوِم - يُعَرقِل - يُعَطِّل - يُثَبِّط
transform(v) يُحوِّل - يُغَيِّر	preserve, maintain, keep يَحفَظ - يُبقِي
emergency(n) حالة طَوارِئ	routine, safety, calm وَضعٌ عَادِيّ أَمَان - هُدُوء
flood(v) يفيض - يغمر	drain, dry, empty يُصَرِّفُ - يُجَفِّفُ - يُفرِغُ
flood(n) فَيَضَانٌ	drought, dryness جَفَاف

obligation(n)	إلتِزام - واجِبٌ	freedom, option, liberty	حُرِّيَة - خِيَار - حُرِّيَّة
protect(ed)(v)	يُحَافِظ - يَحْمِي	endanger, harm, attack	يُعَرِّضُ لِلخَطَر - يُؤْذِي - يُهَاجِمُ
rescue(d)(v)	يُنقِذُ - يُخَلِّصُ	endanger, harm	يُعَرِّضُ لِلخَطَر - يُؤْذِي
risk(v)	يُخَاطِرُ	protect, guard, secure	يُحَافِظ - يَحْرُسُ - يُؤَمِّنُ
risk(n)	مخاطرة	safety, security, protection	أَمَان - أَمن - حِمَايَة
risky(adj)	خَطِيرٌ - مُحْتَمِلُ الخُطُورَةِ	safe, secure, protected	آمِن - مُؤَمَّن - مُتَأَكِّد - مَحْمِي
truth(n)	حَقِيقَةٌ	lie, fiction, deception, dishonesty, fabrication	كذبة - خيال - خداع - خيانة - تلفيق

II LANGUAGE

مراجعة على أهم القواعد اللغوية

1 should / shouldn't + inf.

١ تُستخدم لتقديم النصيحة :

ex. - You should work hard.

- You shouldn't get up late.

٢ تُستخدم فى صيغة الاستفهام لطلب النصيحة :

ex. - Should I take a rest after school ?

- What should I do to get high marks ?

٣ تُستخدم لعمل اقتراحات :

ex. - You should travel by plane. It's much faster.

٤ تُستخدم لإبداء الرأى الشخصى :

ex. - She should join a sports club. It will help her keep fit.

٥ لاحظ بناء الجملة فى الصيغ المختلفة :

ex. - Sama should be careful to pass the driving test. (إثبات)

- Sama shouldn't be careless to pass the driving test. (نفى)
- Should Sama be careful to pass the driving test ? (سؤال بـ هل)
- Why should Sama be careful ? (سؤال بـ أداة استفهام)

٦ لاحظ بناء الجملة فى المبني للمجهول :

Obj. مفعول + **should / shouldn't** + **be** + **p.p.**

ex. - You should revise your essay again. (معلوم)

- Your essay should be revised again. (مجهول)

2 must / mustn't + inf.

١ تعبر عن قاعدة عامة أو نّص القانون :

ex. - Drivers must follow traffic rules.
- You mustn't smoke in hospitals.

Unit 3

I VOCABULARY

مراجعة على أهم المفردات اللغوية

1 Key Vocabulary المفردات الرئيسية

Lessons 1-2

be caught in a trap	يقع في مأزق	pressure(d) (v)	يُضغَطُ عَلَي - ضَغط
betray(ed) (v)	يَخُونُ	put on (v)	يَرتَدِي - يَتَظَاهَرُ
clothing (n)	المَلْبَس	reputation (n)	سُمعَةُ
deceive(d) (v)	يَخْدَعُ	scam(med) (v) (n)	اختِيَالٌ - يحتال علي
dishonesty (n)	عَدَمُ الأَمَانَة	too good to be true	جيد بشكل غير معقول
explanation (n)	شَرْح - تفسير	trust but verify	حَرِّص ولا تُخَوِّن/ثق ولكن تحقق
exploit(ed) (v)	يَستَغِلُّ -يستفيد من	verify(ied) (v)	يُوَثِّقُ - يستوثق - يتحقق
exploitation (n)	استِغلَالٌ	wolf in sheep's clothing	ذِئبٌ فِي ثَوبِ حَمَلٍ
favor (n)	مَعْرُوفٌ / مصلحة	pause(d) (v-n)	يَتَوَقَّفُ مؤقتًا - وَقفَةٌ
honest (adj)	صَادِقٌ - أمِينٌ		

Lessons 3-4

argument(n)	جدال - خلاف	ruin(ed) (v)	يُدَمِّرُ
attack(ed) (v) (n)	هُجُومٌ - يُهاجم	rumor (n)	شَائِعَةٌ
awareness (n)	وَعْيٌ	violence (n)	عُنفٌ
confused (adj)	مُرتَبِك - مُتَحيِّر	weaken(ed) (v)	يُضعِفُ
defense (n)	دِفَاعٌ	weapon (n)	سِلَاحٌ
invisible (adj)	غَير مَرئِيٌّ	misinformation (n)	مَعلُومَاتٌ خَاطِئَةٌ

2 Definitions التعريفات

Memorise	Understand
be caught in a trap يقع في مأزق	be tricked or stuck عالق in a situation that is hard to escape

betray(ed) (v) يَخُونُ	break someone's trust by being disloyalخائن or giving away secrets
deceive(d) (v) يَخْدَعُ	make someone believe something that is not true
explanation (n) تفسير - شَرح	a statement that makes something clear or easy to understand
exploit(ed) (v) يَستَغِلُّ -يستفيد من	use someone or something unfairly for your own benefit
favor (n) مَعْرُوفٌ	a kind or helpful act عمل you do for someone
honest (adj) صَادِقٌ - أمِينٌ	always telling the truth and not cheating or stealing
pause(d) (v) يَتَوَقَّفُ - وَقْفَةٌ	stop what you are doing for a short time
pressure(d) (v) يُضغَطُ عَلي - ضَغط	try to forceيُجبر or strongly persuadeيُقنع someone to do something
reputation (n) سُمْعَةٌ	the opinion that people have about someone or something
scam(med) (n) (v) اختِيَالٌ - يحتل علي	a dishonest plan to cheatيغش people and get their money
verify(ied) (v) يُوَثِّقُ - يستوثق	check if something is true or correct
wolf in sheep's clothing ذِئبٌ فِي ثَوبِ حَمَلٍ	someone who seems friendly or harmless but is actually dangerous

attack (n) هُجُومٌ - يُهاجم	an act of using force or violence to hurt someone or something
awareness (n) وَعْيٌ	knowing or noticing something
confused (adj) مُرتَبِك - مُتَحيِّر	unable to think clearly or to understand what is happening
defense (n) دِفَاعٌ	the act of protecting someone or something from attack
invisible (adj) غير مرئى	cannot be seen
misinformation (n) مَعْلُومَاتٌ خَاطِئَةٌ	information meant to make people believe something false
ruin (v) يُدَمِّرُ	to spoil يُتلِف or destroy something completely
rumor (n) شَائِعَةٌ	a story that may not be true, spread among people
violence (n) عُنفٌ	actions or words that are intended مقصودة to hurt people
weaken (v) يُضعِفُ	to make someone or something less strong or powerful
weapon (n) سِلَاحٌ	something used to hurt, injure, or kill someone

3 Synonyms مترادفات

Word	Synonym (= Meaning)
betray(ed) (v) يَخُونُ	backstab, be disloyal, deceive
deceive(d) (v) يَخْدَعُ	mislead, trick, cheat
explanation (n) تَوْضِيحٌ - شَرْح	clarification, description, interpretation

attack (n)	هُجُومٌ	assault, strike, raid
awareness (n)	وَعْيٌ	consciousness, knowledge, alertness, understanding, mindfulness
confused (adj)	مُرتَبِك - مُتَحيِّر	puzzled, bewildered, perplexed, baffled
defense (n)	دِفَاعٌ	protection, safeguard, guard, shielding, security
invisible (adj)	غَير مَرْئِيٌّ	unseen, hidden, concealed, undetectable, obscured
misinformation (n)	مَعْلُومَاتٌ خَاطِئَةٌ	falsehood, untruth, disinformation, lie, fabrication
ruin (v)	يُدَمِّرُ	destroy, devastate, demolish, spoil
rumor (n)	شَائِعَةٌ	gossip, hearsay, report, story, tale
violence (n)	عُنْفٌ	brutality, aggression, force, cruelty, savagery
weaken (v)	يُضعِفُ	diminish, reduce, lessen, undermine

4 Antonyms المتضادات

Word		Antonym (= Opposite)	
betray(ed) (v)	يَخُونُ	support, stand by, be loyal	يَحْمِي - يُسَاعِد - يَدْعَم - يَكُونُ وَفِيًّا
deceive(d) (v)	يَخْدَعُ	reveal, inform, enlighten	يُخْبِر - يُعْلِم - يُنَوِّر
explanation (n)	تَوضِيحٌ - شَرح	confusion, mystery, obscurity	حَيْرَة - غُمُوض - إبْهَام
exploit(ed) (v)	يَستَغِلُّ -يستفيد من	assist, help, aid, support	يُسَاعِد - يُعِين - يَدْعَم - يُؤَازِر
favor (n)	مَعْرُوفٌ	neglect, harm, hurt, disfavor	يُهمِل - يُؤْذِي - يَضُرّ - عَدَمُ التَّفْضِيل
honest (adj)	صَادِقٌ - أمِينٌ	dishonest, untruthful, false, insincere	غَيرُ صَادِق - كَاذِب - زَائِف - غَيرُ مُخْلِص
pause(d) (v)	يَتَوَقَّفُ - وَقْفَةٌ	continue, proceed, persist, advance	يُوَاصِل - يَتَقَدَّم - يُثَابِر - يَستَمِرّ
pressure(d) (v)	يُضغَطُ عَلَي - ضَغط	relax, release, ease, relieve	يَرْتَاح - يُخَفِّف - يُهَدِّئ - يُرِيح
reputation (n)	سُمْعَةٌ	disgrace, shame, infamy, obscurity	فَضِيحَة - خِزْي - سُمْعَة سَيِّئَة - غُمُوض
scam(med) (n)	اختِيَالٌ - يحتل علي	honesty, truth, sincerity	صِدْق - حَقِيقَة - إخْلَاص
verify(ied) (v)	يُوَثِّقُ - يستوثق	disprove, refute, reject, deny	يُفنِد - يَرفُض - يُنْكِر - يُدْحِض
attack (n)	هُجُومٌ - يُهاجم	defense, protection	دفاع - حماية
awareness (n)	وَعْيٌ	ignorance, oblivion disregard, unawareness	جَهْل - غَفْلَة - تَجَاهُل - عَدَم الوَعْي
confused (adj)	مُرتَبِك - مُتَحيِّر	clear, certain, sure, focused, confident	وَاضِح - مُتَأَكِّد - وَاثِق - مُرَكِّز - وَاثِقٌ
defense (n)	دِفَاعٌ	attack, offense, assault, invasion, aggression	هُجُوم - هُجُوم مُضَادّ - غَزْو - عُدْوَان

invisible (adj)	غَير مَرئيّ	visible, clear, apparent, noticeable, obvious	مَرئيّ - وَاضِح - ظَاهِر - مَلحُوظ - جَليّ
misinformation (n)	مَعلُومَاتٌ خَاطِئَةٌ	truth, fact, information, reality, certainty	حَقِيقَة - وَاقِع - مَعلُومَة صَحِيحَة - يَقِين
ruin (v)	يُدَمِّرُ	build, repair, restore, fix, construct	يبني - يصلح - يرَمِّمَ - يصلح - يُشيِّد
rumor (n)	شَائِعَةٌ	fact, truth, evidence, confirmation, reality	حَقِيقَة - وَاقِع - دَلِيل - تَأْكِيد - بُرْهَان
violence (n)	عُنفٌ	peace, calm, harmony, gentleness, kindness	سَلَام - هُدُوء - وِئَام - لُطف - طِيبَة
weaken (v)	يُضعِفُ	strengthen, empower, fortify, enhance, boost	يُقوِّي - يُعزِّز - يُحصِّن - يُحسِّن - يدعم

II LANGUAGE

مراجعة على أهم القواعد اللغوية

Zero, First and Second Conditionals

1 Zero Conditional : الحالة الشرطية الصفرية :

Formation التكوين

١ تتكون الحالة الشرطية الصفرية من :

If إذا / When عندما + جملة مضارع بسيط , جملة مضارع بسيط

ex. - If / When we mix red and yellow, we get orange.
= We get orange if / when we mix red and yellow.

٢ يتم تكوين السؤال بـ «هل» كالتالى :

If / When + جملة مضارع بسيط , **do / does + subj. + inf. .... ?**

ex. - If / When we mix red and yellow, do we get orange?
= Do we get orange if / when we mix red and yellow?

٣ يتم تكوين السؤال بـ «أداة استفهام» كالتالى :

If / When + جملة مضارع بسيط , **Q.W.** أداة استفهام **do/does+subj.+inf. ....?**

ex. - If / When we mix red and yellow, what do we get?
= What do we get if / when we mix red and yellow?

2 First Conditional : الحالة الأولى :

Formation التكوين

١ تتكون الحالة الشرطية الأولى من :

If إذا / Unless إذا لم + جملة مضارع بسيط , ... will / won't + inf.+ .....

ex. - If he works hard, he will earn a lot of money.
= He will earn a lot of money if he works hard.
= Unless he works hard, he won't earn a lot of money.
= He won't earn a lot of money unless he works hard.

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٢ يتم تكوين السؤال بـ «هل» كالتالى :

If / Unless + جملة مضارع بسيط , will / wont + subj. + inf. .... ?

ex. - If he works hard, will he earn a lot of money?
= Will he earn a lot of money if he works hard?

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٣ يتم تكوين السؤال بـ «أداة استفهام» كالتالى :

If / Unless + جملة مضارع بسيط , Q.W. أداة استفهام will + subj. + inf. .... ?

ex. - If he works hard, what will he earn? = What will he earn if he works hard?

3 Second Conditional : الحالة الثانية :

Formation التكوين

١ تتكون الحالة الشرطية الثانية من :

If إذا - Unless إذا لم + جملة ماضي بسيط + ... would / wouldn't + inf. ....

ex. - If he studied more, he would get better marks.
= He would get better marks if he studied more.
= He wouldn't get better marks unless he studied more.

---

٢ يتم تكوين السؤال بـ «هل» كالتالى :

If / Unless + جملة ماضي بسيط , would / wouldn't + subj. + inf. .... ?

ex. - If he studied more, would he get better marks?

---

٣ يتم تكوين السؤال بـ «أداة استفهام» كالتالى :

If / When + جملة ماضي بسيط , Q.W. أداة استفهام + would + subj. + inf. ....?

ex. - If he studied more, what would he get?
= What would he get if he studied more?

4 Third Conditional : الحالة الثالثة :

Statement الجملة الخبرية	If + subj. + had + p.p. ..... , subj. + would / could / might + have + p.p. ..... ex. - If he had trained hard, he would / could / might have won yesterday's match. = He would / could / might have won yesterday's match if he had trained hard.
Yes / No Question السؤال بـ «هل»	Would / Could / Might + subj. + have + p.p. + if + subj. + ... had + p.p. .....? ex. - If he had trained hard, would he have won yesterday's match ? = Would he have won yesterday's match if he had trained hard ?
(Wh-) Question السؤال بأداة استفهام	Q.W. + would / could / might + subj. + have + p.p. ..... + if + subj. + ... had + p.p. .....? ex. - If he had trained hard, what would he have done ? = What would he have done if he had trained hard ?

Unit 4

I VOCABULARY

مراجعة على أهم المفردات اللغوية

1 Key Vocabulary المفردات الرئيسية

Lessons 1–2

approach (n)	نَهج / أسلوب / منهج	go green (v)	يُصبِح صَدِيقًا لِلْبِيئَة
campaign (n)	حَمْلَة	initiative (n)	مُبَادَرَة
commitment (n)	الْتِزَام	reduce (d) (v)	يُقَلِّل
concept (n)	مَفْهُوم	renewable (adj)	مُتَجَدِّد
depletion (n)	اسْتِنْفَاد - استنزاف	reusable (adj)	قَابِل للإِعَادَة الاسْتِخْدَام
eco-friendly (adj)	صَدِيق لِلْبِيئَة	sustainable (adj)	مُسْتَدَام - صديق للبيئة
environment (n)	البيئة	swap (ped) (v), (n)	يتبادل - مُبَادَلَة
environmental (adj)	بِيئِي	waste (n)	نُفَايَة-هَدر
environmentally-friendly (adj)	صَدِيق للبيئة		

Lessons 3–4

assembly (n)	جَمْعِيَّة - طابور	mission (n)	مُهِمَّة - غاية
consideration (n)	إِعْتِبَار	observation (n)	مُلَاحَظَة - رَصْد
drip(ped) (v-n)	تَقَطُر - نقطة ماء - سقوط قطرة	observe (d) (v)	يُلاحِظ - يَرْصُد
finding (n)	اكتشاف - استنتاج	record (ed) (v-n)	يُسَجِّل - يُوَثِّق - سِجِل
impact (n)	أَثَر - تأثير	survey (ed) (v-n)	يَفْحَص - يَسْتَعْرِض - بحث استطلاعي

2 Definitions التعريفات

Memorise	Understand
approach (n) نَهج / منهج	a way of doing or thinking about something
campaign (n) حَمْلة	a planned series of activities to achieve a goal
commitment (n) التِزام	a promise or firm decision to do something
concept (n) مفهوم	an idea or principle
depletion (n) استِنفاد	the reduction in the amount or supply of something
eco-friendly (adj) صَديق لِلبيئة	not harmful to the environment
environment (n) البيئة	the natural world, including the air, land, and water
environmentally-friendly (adj) صَديق للبيئة	designed not to harm the environment
go green (ing) (v) يُصبح صَديقًا لِلبيئة	to start making choices that help protect the environment
initiative (n) مُبادَرة	a new action or plan intended to solve a problem
reduce (d) (v) يُقلِّل	to make something smaller or less
renewable (adj) مُتَجَدِّد	something that can be replaced naturally
reusable (adj) قابِل لِلإعادة الاستِخدام	can be used again many times
sustainable (adj) مُستَدام	able to continue without causing damage to the environment
swap (v) يتبادل	to exchange one thing for another
waste (n) نُفاية-هَدر	unwanted or unused material
assembly (n) جَمعِيَّة - طابور	a group of people gathered together for a common purpose
consideration (n) اعتِبار	careful thought تفكير before making a decision
drip(ped) (v/n) يَقطُر - قطرة	- to fall or let fall in small drops - a small drop of liquid
finding (n) اكتشاف - استنتاج	a piece of information discovered as the result of research
impact (n) أثر - تأثير	the strong effect or influence أثر that something has
mission (n) مُهِمَّة - غاية	a special task or assignment that someone is given to do
observation (n) مُلاحَظة - رَصد	the act of noticing or watching something carefully
record (v/n) يُسَجِّل - يُوَثِّق	- to write down or keep information for future use - a written account
survey (v/n) يقوم ببحث استطلاعي	- to look closely at or examine all parts - a set of questions to collect information

3 Synonyms مترادفات

Word		Synonym (= Meaning)
approach (n)	نَهج	method, way, manner, strategy
campaign (n)	حَملَة	movement, operation
commitment (n)	اِلتِزام	promise, dedication, devotion, obligation
concept (n)	مَفهُوم	idea, notion, theory, principle
depletion (n)	اسْتِنفَاذ	exhaustion, consumption, draining
eco-friendly (adj)	صَدِيق لِلبِيئَة	green, ecological, environment-friendly, clean
environment (n)	البيئة	surroundings, habitat, setting
environmental (adj)	بِيئِيّ	ecological, green, nature-friendly
environmentally-friendly (adj)	صَدِيق للبيئة	green, sustainable, ecological, eco-friendly
go green(v)	يُصبِح صَدِيقًا لِلبِيئَة	become eco-friendly, adopt green practices, go sustainable
initiative (n)	مُبَادَرَة	action, enterprise, plan, proposal
reduce(v)	يُقَلِّل	decrease, lessen, cut down, lower
renewable (adj)	مُتَجَدِّد	sustainable, inexhaustible, replaceable
swap (n)	مُبَادَلَة	exchange, trade, barter
waste (n)	نُفَايَة-هَدر	trash, rubbish, garbage, refuse, litter
assembly (n)	جَمعِيَّة - طابور	gathering, meeting, council
consideration (n)	إعتِبَار	thought, reflection, review
drip (v)	تَقطُر	flow, pour, drop
finding (n)	اكتشاف - استنتاج	discovery, result, conclusion, outcome
impact (n)	أَثَر - تأثير	effect, influence, impression, consequence
mission (n)	مُهِمَّة - غاية	task, assignment, duty, objective
observation (n)	مُلَاحَظَة - رَصد	attention, note, awareness
record (v)	يُسَجِّل - يُوثِّق	document, note, log, register
survey (v-n)	يقوم باستبيان	review, questionnaire, inspect

4 Antonyms المتضادات

Word		Antonym (= Opposite)	
campaign (n)	حَملَة	inaction, idleness, passivity	خُمُول - كَسَل - سلبية
commitment (n)	التزام	indifference, apathy, negligence, betrayal	لَا مُبَالاة - إهمَال - خِيَانَة - تَغَافُل

depletion (n)	استنفاد	increase, growth, addition, supply	زِيَادَة - نُمُوّ - إِضَافَة - مَخزُون
eco-friendly (adj)	صَدِيق لِلبِيئَة	polluting, harmful, dirty	مُلَوِّث - ضَارّ - قَذِر
environmentally-friendly (adj)	صَدِيق للبيئة	environmentally harmful, polluting	ضَارّ بِالبِيئَة - مُلَوِّث
go green(v)	يُصْبِح صَدِيقًا لِلبِيئَة	pollute, harm, ignore the environment	يُلَوِّث - يُؤْذِي - يَتَجَاهَل البِيئَة
initiative (n)	مُبَادَرَة - إقدام	hesitation, reluctance, passivity, apathy	تَرَدُّد - إِحْجَام - خُمُول - لَا مُبَالاة
reduce(v)	يُقَلِّل	increase, raise, expand	يَزِيد - يَرفَع - يُوَسِّع
renewable (adj)	مُتَجَدِّد	exhaustible, finite, nonrenewable	قَابِل لِلنَّفَاد - غَير مُتَجَدِّد
reusable (adj)	قَابِل لِلإِعَادَة الاستِخدَام	disposable, single-use	لِلاِستِعمَال مَرَّة وَاحِدَة - لِلرَّمي
waste (n)	نُفَايَة-هَدْر	use, resource	إِستِعمَال - مَورِد
consideration (n)	إعْتِبَار	neglect, disregard, ignorance, indifference	إِهمَال - تَغَاضٍ - جَهل - لَامُبَالاة
observation (n)	مُلَاحَظَة - رَصْد	disregard, inattention, ignorance, neglect	تَغَاضٍ - غَفلَة - جَهل - إِهمَال
record (v)	يُسَجِّل - يُوَثِّق	erase, delete, ignore, forget	يَمحُو - يَحذِف - يَتَجَاهَل - يَنسَى

II LANGUAGE

مراجعة على أهم القواعد اللغوية

Verbs + infinitive / –ing form

1 Verbs + to + inf.

afford to	يتحمل تكاليف	help to	يساعد في	promise to	يعد أن
agree to	يوافق أن	hope to	يأمل أن	refuse to	يرفض أن
arrange to	يرتب أن	intend to	ينوى أن	threaten to	يهدد أن
choose to	يختار أن	learn to	يتعلم أن	want to	يريد أن
decide to	يقرر أن	manage to	يتمكن من	wish to	يتمنى أن
expect to	يتوقع أن	offer to	يعرض أن	warn (not) to	يُحذِّر أن / ألاَّ
fail to	يفشل فى أن	plan to	يخطط أن	would like to	يود أن

2 Verb + (inf. + ing)

avoid	يتجنب	include	يشمل / يتضمن
consider	يفكر فى	keep	يظل / يستمر في
deny	ينكر	mind	يمانع
dislike	يكره	practice	يمارس

enjoy	يتمتع	recommend	يوصي بـ / يُحبِّذ
finish	ينهي - ينتهي	suggest	يقترح
imagine	يتخيل		

3 Verb + (inf. + ing) / (to + inf.)

الأفعال التالية يأتى بعدها (to + inf.) أو (inf. + ing) دون فرق فى المعنى:

begin / start	يبدأ	like	يحب / يفضل
continue	يستمر	love	يحب
hate	يكره	prefer	يفضل

ex. - We continued to run / running until we got home.

- The wind began to blow / blowing just as we arrived home from school.

Unit 5

I VOCABULARY

مراجعة على أهم المفردات اللغوية

1 Key Vocabulary المفردات الرئيسية

Lessons 1-2

collaborate(d) (v)	يَتَعَاوَن	hesitation (n)	التَّرَدُّد
dedicate(d) (v)	يُكَرِّس / يخصص / يهدى	matter(ed) (v)	يَهُمّ - يستحق الاهتمام
exchange (d) (n-v)	التَّبَادُل - يتبادل	motivate(d) (v)	يُحَفِّز / يشجع
exchange program	برنامج تبادُل	motivated (adj)	مُحَفَّز - ذو دَافِع
expand(ed) (v)	يُوَسِّع - يتوسَّع	multicultural (adj)	مُتَعَدِّد الثَّقافات
fluency (n)	طَلَاقَة - فَصَاحَة	multilingual (adj)	مُتَعَدِّد اللُّغات
fluent (adj)	فَصِيح - طَلِق اللِّسان	perspective (n)	وِجْهَة نَظَر
fluently (adv)	بِطَلَاقَة	process (n)	عَمَلِيَّة (ذات خطوات)
hesitate(d) (v)	يَتَرَدَّد	tolerance (n)	تَسَامُح

Lessons 3-4

accidentally (adv)	بالصُّدْفَة	enrich(ed) (v)	يُثْرِي
anxious (adj)	قَلِق	enriching (adj)	إثرائي
appreciate(d) (v)	يُقَدِّر - يَشْكُر	local (adj)	مَحَلِّي
complicated (adj)	مُعَقَّد	local (n)	أحد السُّكان المَحَلِّيُّون/مُواطن
confident (adj)	وَاثِق		

2 Definitions التعريفات

Memorise	Understand
collaborate (v) يَتعاوَن	work together with someone to achieve something
dedicate (v) يُكَرِّس	to give time or effort to a particular purpose
exchange (n) التَبادُل	the act of giving something and receiving something else in return
expand (v) يُوَسِّع - يتوسَّع	to make something bigger or increase in size or amount
fluency (n) طَلاقة - فَصاحة	ability to speak a language easily and accurately
hesitation (n) التَرَدُّد	delay التأخر or uncertainty
motivated (adj) مُحَفَّز - ذو دافِع	having a strong reason to act or achieve something
multicultural (adj) مُتَعَدِّد الثَّقافات	including or relating to people of many different cultures
multilingual (adj) مُتَعَدِّد اللُّغات	able to use or speak several languages
perspective (n) وِجْهة نَظَر	a point of view or a way of thinking
process (n) عَمَلِيَّة	a series سلسلة of actions taken to achieve a result
tolerance (n) تَسامُح	willingness to accept differences
accidentally (adv) بِالصُّدْفة	by chance or without intending to
anxious (adj) قَلِق	feeling worried, nervous, or afraid about something that might happen
appreciate (d) (v) يُقَدِّر - يَشْكُر	recognize the value or good qualities of someone or something
complicated (adj) مُعَقَّد	not simple; difficult to understand or deal with because it has many parts
confident (adj) واثِق	- able to adjust to new conditions - sure of yourself and your abilities
enriching (adj) إثرائي	making your life better or more meaningful by giving you new knowledge, experience, or joy
local (adj) مَحَلِّي	related to a particular area or neighborhood
local (n) أحد السُّكّان المَحَلِّيُّون / مُواطِن	a person who lives in a particular area

3 Synonyms مترادفات

Word	Synonym (= Meaning)
collaborate(d) (v) يُتَعاوَن	cooperate, team up, unite
dedicate(d) (v) يُكَرِّس	commit, devote
exchange (n) التَبادُل - يتبادل	swap, switch, transfer
expand(ed) (v) يُوَسِّع - يتوسَّع	enlarge, extend, increase, broaden, grow
fluent (adj) فَصِيح - طَلِق اللِّسان	articulate, eloquent, expressive
hesitate(d) (v) يَتَرَدَّد	waver, delay, falter
hesitation (n) التَرَدُّد	uncertainty, doubt, indecision
motivate(d) (v) يُحَفِّز	inspire, encourage, stimulate
perspective (n) وَجهَة نَظَر	viewpoint, outlook, opinion, view
tolerance (n) تَسَامُح	acceptance, broad-mindedness
accidentally (adv) بالصُّدفَة	by chance, unintentionally, unexpectedly
anxious (adj) قَلِق	worried, nervous, uneasy, concerned
appreciate(d) (v) يُقَدِّرُ - يَشْكُرُ	value, respect, admire, recognize
complicated (adj) مُعَقَّد	complex, difficult, confusing, tricky
confident (adj) واثِق	assured, self-assured
enriching (v) إثرائي	inspiring, uplifting, rewarding, educational
local (adj) مَحَلِّي	regional, native, community, nearby
local (n) أحد السُكَّان المَحَلِّيُون/مُواطِن	resident, inhabitant, native, townsman

4 Antonyms المتضادات

Word	Antonym (= Opposite)
collaborate(d) (v) يُتَعاوَن	compete, oppose, resist يُنَافِس - يُعَارِض - يُقَاوِم
dedicate(d) (v) يُكَرِّس	neglect, ignore, abandon يُهْمِل - يَتَجَاهَل - يَهْجُر
exchange (d) (n-v) التَبادُل - يتبادل	keep, retain, hold يَحْفَظ - يَحتَفِظ - يُمْسِك
expand(ed) (v) يُوَسِّع - يتوسَّع	shrink, contract, reduce, narrow يَنكَمِش - يَتَقَلَّص - يُقَلِّل - يُضَيِّق
fluent (adj) فَصِيح - طَلِق اللِّسان	awkward, inarticulate, hesitant مُتَعَثِّر - غَيرُ فَصِيح - مُتَرَدِّد
hesitate(d) (v) يَتَرَدَّد	decide, act, proceed, advance يُقَرِّر - يَتَصَرَّف - يُقْدِم - يَتَقَدَّم
hesitation (n) التَرَدُّد	certainty, confidence, decisiveness اليَقِين - الثِّقَة - الحَسْم
motivate(d) (v) يُحَفِّز	discourage, deter, depress يُثَبِّط - يَردَع - يُخبِط
perspective (n) وَجهَة نَظَر	narrow-mindedness, indifference ضِيقُ الأُفُق - لا مُبَالاة
tolerance (n) تَسَامُح	intolerance, bias, prejudice عَدَمُ التَّسَامُح - إنحِيَاز - تَحَيُّز
accidentally (adv) بالصُّدفَة	deliberately, intentionally, purposely عَمْدًا - عَن قَصْد - بِقَصْد
anxious (adj) قَلِق	calm, relaxed, unworried, confident هادِئ - مُرْتاح - غَير قَلِق - واثِق
appreciate(d) (v) يُقَدِّرُ - يَشْكُرُ	ignore, disregard, undervalue, neglect يَتَجاهَل - يُهمِل - يُقَلِّلُ مِن قِيمَةِ - يُهمِل
complicated (adj) مُعَقَّد	simple, easy, straightforward, clear بَسِيط - سَهل - مُبَاشِر - واضِح

confident (adj)	واثِق	unsure, doubtful, insecure, shy	غَير واثِق - مُرتاب - عَديم الثِّقة - خَجُول
enrich(ed) (v)	يُثري	impoverish, weaken, reduce, lower	يُفقِر - يُضعِف - يُقلِّل - يُنقِص
enriching (v)	إثرائي	boring, uninspiring, unstimulating, dull	مُمل - غَير مُلهِم - غَير مُحفِّز - باهِت
local (adj)	مَحَلي	foreign, distant, remote, nonlocal	أجنَبي - بَعيد - نائي - غَير مَحَلي
local (n)	مُواطِن	outsider, foreigner, visitor, stranger	غَريب - أجنَبي - زائِر - غَير سُكَّان

II LANGUAGE

مراجعة على أهم القواعد اللغوية

Countable and Uncountable Nouns الأسماء المعدودة وغير المعدودة

1 Countable Nouns : الأسماء المعدودة :

١ الأسماء التى تعد يكون لها مفرد وجمع وهى تجمع بإضافة (s / es / ies) مثل :

a girl → girls

an egg → eggs

a bus → buses

a library → libraries

٢ هناك جمع غير منتظم مثل :

Singular	مفرد	Plural	جمع
child	طفل	children	أطفال
crisis	أزمة	crises	أزمات
datum	معلومة	data	معلومات
foot	قدم	feet	أقدام
goose	وزة	geese	أوز
man	رجل	men	رجال
medium	وسيلة اعلامية	media	وسائل الإعلام
mouse	فأر	mice	فئران
oasis	واحة	oases	واحات
ox	ثور	oxen	ثيران
phenomenon	ظاهرة	phenomena	ظواهر
tooth	سنة	teeth	أسنان
woman	امرأة	women	نساء

2 Uncountable Nouns : الأسماء غير المعدودة :

الأسماء غير المعدودة لا يوجد لها صيغة جمع وتعامل معاملة الاسم المفرد، وتشمل ما يلى :

1. **Liquids** السوائل water - juice - tea - coffee - oil - milk - soup - blood ... etc.

2. **Gases الغازات** oxygen - hydrogen - carbon dioxide ثاني أكسيد الكربون...etc.

3. **Meals الوجبات** breakfast - lunch - dinner - supper

4. **School subjects المواد الدراسية**
history - mathematics - physics الفيزياء - biology الأحياء ... etc.

5. **Languages اللغات** English - Arabic - French - German ... etc.

6. **Different activities الأنشطة المختلفة**
reading - smoking - writing - studying - shopping - eating ... etc.

7. **Sports الرياضات** football - volleyball -basketball - swimming... etc.

8. **Materials أسماء المواد عندما تستخدم بوجه عام** coffee - glass - gold - iron الحديد - lime stone الحجر الجيري - sand - soil - sugar - tea - wood ... etc.

9. **Natural phenomena الظواهر الطبيعية**
lightning البرق - heat - snow - thunder الرعد - light - rain ... etc.

10. **Abstract nouns الأسماء المجردة** honesty امانة - hope - beauty - help - love - hatred كراهية - confidence ثقة - courage شجاعة - experience خبرة - progress تقدم - evidence دليل - patience الصبر - peace السلام - poverty الفقر ... etc.

11. **Other nouns** jewellery مجوهرات - money - laughter ضحك - rubbish - equipment المعدات - furniture اثاث - cash نقدية - work - clothing الملبس - electricity الكهرباء - traffic مرور - baggage حقائب - luggage امتعة -
machinery ماكينات - news - information - oil - advice - water - music - bread - cloth القماش .... etc.

3 Quantifiers : التعبيرات الكمية والعددية:

1. **a lot of - lots of كثير من** + **plural جمع / uncountable لا يُعد**

- تستخدم (a lot of / lots of) في الإثبات مع الأسماء التي تعد و الأسماء التي لا تعد :

ex. - I have a lot / lots of books. - She bought a lot / lots of sugar.

2. **many كثير من - عديد** + **plural جمع**

- تأتى قبل اسم يعد فى صيغة الجمع وتفضل فى النفي والاستفهام :

ex. - Have you got many books?
- Yes, I have got a lot of books. - No, I haven't got many books.

3. **much كثير من** + **uncountable لا يُعد**

- تأتى قبل اسم لايعد وتفضل فى النفى والاستفهام :

ex. - Did you drink much coffee?
- Yes, I drank a lot of coffee. - No, I didn't drink much coffee.

4. **a few - few قليل** + **plural جمع**

a few = some / a small number

few = not many / almost none

- تأتى قبل اسم يعد وتشير إلى عدد قليل :

ex. - There are a few people sitting at the back of the hall.
- He has few interests outside his work.

Unit 6

I VOCABULARY

مراجعة على أهم المفردات اللغوية

1 Key Vocabulary المفردات الرئيسية

Lessons 1-2

approach (n)	نَهج - طَريقة	hunter (n)	صياد - صائد
assessment (n)	تَقييم	implementing (n)	تنفيذ
attitude (n)	سلوك / توجه	impressive (adj)	مبهر - رائع
check-ins	إجتماعات سريعة	innovative (adj)	ابتكارى
conference (n)	مُؤتَمَر	keep up with (phr.v)	يُوَاكِب
contract (n)	عَقد	leadership (n)	قِيادَة
common ground (n)	أرضِيَّة مُشتَرَكَة / وجة نظر مشتركة	mentor(ed) (v) (n)	يُوَجِّه / يُرْشِد - مرشد / موجه
		polish(ed) (v)	يُصقِل - يُحَسِّن
coordinate(d) (v)	يُنَسِّق	polished (adj)	مُحسن / مصقل
engagement (n)	مُشارَكَة - تَفاعُل	position (n)	وَظِيفَة
evolution (n)	تطور / تحول تدريجى	resume (n)	سِيرَة ذاتِيَّة
footprint (n)	بَصْمَة - أثَر	screen (ed) (v)	يُفحَص - يُدَقِّق
generic (adj)	عَامّ - غَير مُخَصَّص	silos (n)	عزلة تنظيمية
handle(d) (v)	يَتَعامَل - يُدير	specialize(d) (v)	يَتَخَصَّص
hunt (ed) (v) (n)	يتعقب / يبحث عن / مطاردة - البحث عن	stakeholders (n)	الأطراف المعنية

Lessons 3-4

analysis (n)	عملية تَحْلِيل البيانات	execution (n)	تَنفيذ
analytics (n)	علم أو أدوات التحليل	internship (n)	تَدريب عَمَلِي
attribute (n)	سِمَة / خاصية	personal statement (n)	بيان أو ملف شخصي
competency (n)	كَفاءَة / قُدرَة	promotional (adj)	تَرويجي
coordinator (n)	مُنَسِّق	reference (n)	مرجع
credential (n)	مُؤَهِّل / شَهادَة	suite (n)	حزمة من البرامج والأدوات

2 Definitions التعريفات

Memorise		Understand
approach (n)	نَهج - طَرِيقَة	a way of dealing with something; a method منهج or strategy
assessment (n)	تَقْيِيم	The process of judging الحكم على or evaluating تقييم someone or something; an opinion or a decision that is made after careful consideration تفكير
conference (n)	مُؤْتَمَر	a large formal meeting where people discuss important topics, often for several days
contract (n)	عَقد	a legal قانوني agreement اتفاق between two or more people or organizations, or a legal document
coordinate(d) (v)	يُنَسِّق	to organize the different parts of an activity or make people or things work together effectively
engagement (n)	مُشارَكَة - تَفَاعُل	an arrangement to do something at a particular time, especially something official or job-related مُرتبط بالعمل
footprint (n)	بَصْمَة - أَثَر	the mark or impact something leaves behind
generic (adj)	عَامّ - غَير مُخَصَّص	general or plain; not special or specific
handle(d) (v)	يَتَعَامَل - يُدِير	to deal with, have responsibility for, or be in charge of something
analysis (n)	تَحليل	the detailed study or examination of something to understand its nature or determine its essential features
attribute (n)	سِمَة / خَصِيصَة	a quality or characteristic that someone or something has
competency (n)	كَفاءَة / قُدرَة	the ability to do something well or effectively
coordinator (n)	مُنَسِّق	a person or thing that brings separate parts together to work smoothly as a whole
credential (n)	مُؤَهِّل / شَهادَة	a document showing a person's qualification or authority
execution (n)	تَنفِيذ	the act of carrying out or performing a plan, order, or course of action
internship (n)	تَدرِيب عَمَلِيّ	a temporary job that gives students work experience in a certain field
promotional (adj)	تَروِيجِيّ	related to advertising or publicizing something to increase sales or public awareness

suite (n) حُزمَة (برامج معًا)	programs that form a single unit
personal statement بيان أو ملف شخصي	a brief summary of who you are and your goals
education تعليم	your qualifications and academic background
work experience خبرة العمل	your previous jobs and responsibilities
references (المراجع) الاشخاص الذين يمكن الرجوع إليهم للتأكد من المعلومات	people who can recommend you for a job
skills مهارات	your abilities and competencies

3 Synonyms مترادفات

Word	Synonym (= Meaning)
approach (n) نَهج - طَرِيقَة	method, strategy, technique, manner, way
assessment (n) تَقْيِيم	evaluation, test, review
conference (n) مُؤْتَمَر	meeting, seminar, symposium, summit
contract (n) عَقْد	agreement, deal, pact, treaty
coordinate(d) (v) يُنَسِّق	organize, arrange, manage, direct, align
engagement (n) مُشَارَكَة - تَفَاعُل	involvement, participation, commitment, appointment
footprint (n) بَصْمَة - أَثَر	mark, trace, impression, impact, track
generic (adj) عَامّ - غَير مُخَصَّص	general, common, standard, universal, plain
handle(d) (v) يَتَعَامَل - يُدِير	manage, deal with, control, address, tackle
keep up with يُوَاكِب	follow, stay informed, stay updated, track, monitor
leadership (n) قِيَادَة	guidance, direction, management, command, supervision
mentor(ed) (v) يُوَجِّه - يُرْشِد	guide, advise, coach, instruct, tutor
polish(ed) (v) يُصْقِل - يُحَسِّن	shine, refine, improve, brighten
position (n) وَظِيفَة	job, post, place, status, situation
resume (n) سِيرَة ذَاتِيَّة	CV, curriculum vitae, profile, biography, record
screen (v) يُفْحَص - يُدَقِّق	examine, check, vet, inspect, evaluate
analysis (n) تَحْلِيل البيانات	examination, study, evaluation, assessment, investigation
attribute (n) سِمَة / خاصية	quality, trait, characteristic, feature
competency (n) كَفاءَة / قُدرَة	competence, ability, skill, proficiency, capability
coordinator (n) مُنَسِّق	organizer, manager, supervisor, planner
credential (n) مُؤَهِّل / شَهادَة	certificate, qualification
execution (n) تَنفِيذ	implementation, performance, completion, ccomplishment
internship (n) تَدرِيب عَمَلِيّ	apprenticeship, training, placement
promotional (adj) تَرْوِيجِيّ	advertising, marketing, boosting
suite (n) حُزمَة (برامج معًا)	set, group, collection, package

4 Antonyms المتضادات

Word		Antonym (= Opposite)	
coordinate(d) (v)	يُنَسِّق	confuse, disorder, disrupt, scatter	يُربِك - يُفَرِّق - يُشَوِّش - يُبَعثِر
engagement (n)	مُشَارَكَة - تَفَاعُل	disengagement, detachment, apathy	إنفِصال - لامُبالاة - إنفِكاك
generic (adj)	عَامّ - غَير مُخَصَّص	specific, unique, particular	مُخَصَّص - فَرِيد - مُعَيَّن
handle(d) (v)	يَتَعَامَل - يُدِير	ignore, neglect, avoid, mishandle	يَتَجاهَل - يُهمِل - يَتَجَنَّب - يُسِيء التَعامُل
keep up with	يُوَاكِب	fall behind, lose track, ignore	يَتَخَلَّف - يَفقِد التَتَبُّع - يَتَجاهَل
leadership (n)	قِيَادَة	followership, submission, obedience	تَبَعِيَّة - خُضُوع - طَاعَة
mentor(ed) (v)	يُوَجِّه - يُرْشِد	mislead, misguide, neglect, ignore	يُضِل - يُسِيء الإرشَاد - يُهمِل - يَتَجاهَل
polish(ed) (v)	يُصقِل - يُحَسِّن	spoil, worsen	يُبَهِت - يُشَوِّه - يُفسِد - يُسِيء
attribute (n)	سِمَة / ميزة	flaw, fault, defect	عَيب - خَلَل - نَقص
competency (n)	كَفاءَة / قُدرَة	incompetence, inability	عَدَم الكَفاءَة - عَجز
coordinator (n)	مُنَسِّق	disorganizer, disruptor, divider	مُفَرِّق - مُشَوِّش - مُخَلخِل
promotional (adj)	تَروِيجِيّ	discouraging, suppressing, hindering	مُثَبِّط - مُحبِط - مُعِيق
suite (n)	حُزمَة (برامج)	single, individual	وَاحِد - فَردِيّ

II LANGUAGE

مراجعة على أهم القواعد اللغوية

Articles a /an and the with singular nouns :

a / an

تُستخدم (a/an) فى الحالات التالية :

١ قبل اسم مفرد معدود يتم ذِكره لأول مرة:

ex. - I saw a cat in front of the door. - There is an apple on the table.

٢ قبل اسم وظيفة معدود مفرد عند التحدث عن وظيفة شخص ما :

ex. - Mustafa is a doctor. - My uncle is an astronaut.

٣ قبل الاسم المعدود المفرد الدال على عدد :

a pair زوج **- a couple** زوج **- a dozen** دستة **- a hundred - a thousand - a million... etc.**

ex. - He paid a million dollars for this car.

٤ مع تعبيرات السرعة والزمن والنسبة والمسافة والثمن :

ex. - 80 kilometres an hour ٨٠ كم فى الساعة

- two days a week يومان فى الأسبوع   - 10 pounds a kilo ١٠ جنيهات للكيلو

٥ قبل الصفة إذا سبقت اسم مفرد معدود :

ex. - We have got a new car.

a / an

تُستخدم (a/an) فى الحالات التالية :

١ قبل اسم مفرد معدود يتم ذِكره لأول مرة:

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The

تُستخدم (the) فى الحالات التالية :

١ قبل إسم سبق ذكره فى سياق الحديث:

ex. - His father works in an office. The office is in the city centre.

- She bought a book by Dickens yesterday. The book is called Oliver Twist.

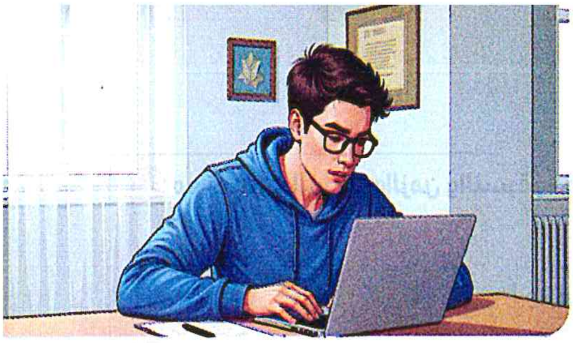
٢ قبل اسم لا يوجد منه سوى واحد فقط بالنسبة لعامة الناس :

the sun - the moon - the sky - the country -
the countryside - the ground - the world - the horizon الأفق ....etc.

ex. - The moon goes around the Earth. (هناك قمر واحد وأرض واحدة)

٣ قبل اسم معروف للقاريء او السامع :

ex. - "Make the bed and open the window," said mum.
(معروف بالنسبة لك أى فراش سترتب وأى نافذة ستفتح)



Days 4,5,6&7 10 Sample tests

١٠ اختبارات على المنهج بالكامل

Sample Test 1

1 Choose the TWO (2) correct answers out of the FIVE (5) options given :

1. "Suzy will inherit her grandfather's house." The word "inherit" here is antonymous with ....
   a. lose b. gain c. receive d. forfeit e. obtain
2. "The audience showed great admiration for the show." The word "admiration" here can be replaced by ....
   a. respect b. hate c. esteem d. dislike e. insult

2 Choose the correct answer from a , b , c or d :

1. Ancient monuments are part of our national .... that attracts tourists.
   a. value b. effect c. legacy d. core
2. The new museum quickly became a major tourist ....
   a. attraction b. heritage c. era d. grain
3. You .... to the party. I don't think it was a good idea to get up so late.
   a. should have gone b. shouldn't have gone c. must go d. can't have gone
4. The story explains the .... of reading in building a strong mind.
   a. courage b. recipe c. value d. pride
5. The company now offers .... training courses in technology.
   a. risky b. advanced c. confident d. deceived
6. The new environmental .... aims to reduce plastic waste in our city.
   a. initiative b. war c. swap d. commitment
7. I regret .... my house. I was in a bad need of money.
   a. to sell b. selling c. sold d. sells
8. After working for a .... of years in London, he returned to Egypt.
   a. dozen b. fan c. pair d. much
9. If I .... you, I would study harder for the final exams.
   a. am b. was c. were d. had been
10. .... is the act of giving something up for a more important purpose.
    a. Sacrifice b. Heritage c. Preservation d. Progress
11. You .... wear a helmet when riding a motorcycle; it's the law.
    a. should b. must c. can d. might
12. He is .... of leading the team. He is confident in his abilities.
    a. able b. capable c. silly d. unaware

13. .... is NOT employed in a body paragraph.

a. A hook b. A topic sentence c. Supporting details d. Transitions

14. Descriptive essays usually describe ....

a. one main thing b. many unrelated ideas

c. common rules d. logical solutions

3 Read the following passage, then answer the questions :

William Shakespeare, often regarded as the greatest poet and playwright in the English language. He is now an inseparable part of not only British literature but of world literature as well. Shakespeare was born in 1564 in the town of Stratford.upon-Avon. Not much is known about what his youth was like. At the age of 18, he married Anne Hathaway, who was 8 years older than him. They had three children: Susanna, Hamnet, and Judith.

Shakespeare is best known for his work in plays and poetry. Some of his most famous pieces include King Lear, the Tempest, Romeo and Juliet, Hamlet, Julius Caesar, and Othello. Of course, there are many other plays that are read and loved today. Not only did Shakespeare contribute greatly to literature, he also played a significant role in shaping the English language. The words and expressions that he used in his works are still quoted by many people today. Such was his **significance** to England that one historian once said that he would sooner give up India than give up Shakespeare.

1. Shakespeare wrote ....

a. plays and films b. poems and articles

c. plays and poems d. songs and child literature

2. The best title for this passage would be "............".

a. William Shakespeare b. The plays of Shakespeare

c. The poems of Shakespeare d. William and Anne Shakespeare

3. According to the passage, ...

a. Shakespeare was 8 years younger than Anne

b. Shakespeare was 8 years older than Anne

c. Shakespeare and Anne had four children

d. much is known about Shakespeare's childhood

4. A historian said he would rather give up India before giving up Shakespeare because he thought ....

a. he liked Shakespeare and India b. he didn't like Shakespeare or India

c. India wasn't so important to him

d. Shakespeare was a very important person to England

5. A .... is a place where you can play.
a. playground b. religion c. region d. poem

6. .... King Lear and the Tempest were written by Shakespeare.
a. Every b. Each c. Either d. Both

7. What does the underlined word **significance** in the last paragraph mean?
a. augury b. sense c. value d. event

4 a. Choose the correct Arabic translation from a, b, c or d :

Modern devices have no longer been a luxury, but it has become a must for every house.

a. لم تعد الأجهزة الحديثة متعة، بل هى إضافة لكل بيت.
b. لم تعد المعدات القديمة ترفا، بل هى ضرورة لكل بيت.
c. لم تعد الأجهزة التقليدية ترفا، بل هى ضرورة لكل بيت.
d. لم تعد الأجهزة الحديثة ترفا، بل هى ضرورة لكل بيت.

b. Choose the correct English translation from a, b, c or d :

ان التعاون والتسامح بين الأفراد والشعوب من الأمور الضرورية فكل منا يحتاج للآخر وكل منا أيضا مختلف عن الآخر.

a. Corporation and tolerance between individuals and peoples are absolutely necessary. Each of us needs the other and each of us is also different from the other.
b. Cooperation and tolerance between individuals and peoples are absolutely necessary. Each of us needs the other and each of us is also different from the other.
c. Cooperation and tolerance between individuals and people is absolutely necessary. Each of us needs the other and each of us is also different from the other.
d. Cooperation and tolerance between singles and people are absolutely necessary. Each of us need the other and each of us is also different from the other.

5 Rewrite the following sentences using the word(s) in brackets to give the same meaning :

1. When I was young, I swam in the sea. (used)
2. Rodayna saw a road accident yesterday. (an)

6 Answer the following questions :

1. Why does Santiago admire Joe DiMaggio so much ?

....

2. How does Hemingway use the bird to symbolize guidance and hope ?

....

7 Write an essay of about ONE HUNDRED and FIFTY (150) words on the following topic :

"The role of technology in modern education"

....

....

Sample Test 2

1 Choose the TWO (2) correct answers out of the FIVE (5) options given :

1. "Despite losing the first round, the team showed great **optimism**." Here, "optimism" is a synonym of ....
   a. gloom b. hopefulness c. despair
   d. cheerfulness e. hopelessness
2. "During the debate, her expressions seemed to "**mirror her mood.**" This is antonymous with ....
   a. hide her feelings b. reflect her feelings c. show her mood
   d. conceal her mood e. display her state

2 Choose the correct answer from a , b , c or d :

1. His .... to finish the project on time made us admire him.
   a. conclusion b. determination c. analysis d. survey
2. If you see an accident, it is your .... to call for help.
   a. impact b. rumor c. duty d. rule
3. She seems to be under a lot of .... at work recently.
   a. pressure b. pause c. reputation d. exploit
4. While I .... my homework, my little brother was watching TV.
   a. do b. was doing c. did d. have done
5. Winning the first place was a big .... for Reem.
   a. department b. achievement c. observation d. contamination
6. It is illegal to break the law; we all .... obey it.
   a. mustn't b. oughtn't c. must d. ought
7. I have read .... English novel.
   a. no article b. a c. an d. the
8. I need your .... about my career. I'm not sure what to do.
   a. fluency b. advice c. tolerance d. urgency
9. He .... have to go to the club yesterday because he was ill.
   a. doesn't b. didn't c. wasn't d. hasn't
10. The teacher asked her to .... her speech with a famous quote.
    a. forget b. polish c. keep up with d. mentor
11. I wish I .... enough time to help you with your project now.
    a. have b. had c. had had d. was having
12. The firefighters worked quickly to .... people from the car after the accident.
    a. find b. lose c. rescue d. hide

13. In a descriptive essay, an "aspect" is ....
a. short summary b. a part of feature c. the conclusion d. a paragraph

14. "Background information" means ....
a. relating facts b. an attractive title c. advice d. the summary

3 Read the following passage, then answer the questions :

Octopuses are extremely **intelligent**. They have even learnt a few tricks to get them out of sticky situations. For example, they are afraid of a predator. As octopuses don't have teeth or sharp claws to defend themselves, they hide in the sand on the bottom of the ocean floor. The octopus is like a chameleon because it can change the colour of its skin to match the sand. Some octopuses like to stay in more shallow water where there are rocks and coral. However, octopuses can squeeze themselves into small spaces between the rocks to get out of reach of predators. Another way an octopus can use to hide is by shooting ink. An octopus uses a part of its body called a syphon to shoot ink into the water. The ink forms a cloud that hides the octopus. It's like a magician doing a vanishing act. If an octopus is attacked, it can actually make itself look like a venomous sea snake. It will bury itself in the sand, keeping two arms visible. If an octopus is in trouble, it can break off one of its arms. The arm will then change colours and squirm around the water to distract the predator while the octopus swims away to safety. Amazingly, the octopus's arm will grow back.

1. A .... is an animal that attacks and kills octopuses.
a. prey b. predator c. chameleon d. magician

2. When an octopus is in a sticky situation, that means it's ....
a. easy b. in danger c. covered in stick d. unable to move

3. The synonym of the word "**intelligent**" is ....
a. smart b. dangerous c. venomous d. visible

4. The octopus and the chameleon are similar as both ....
a. swim in the same way b. eat the same food
c. catch small fish d. can change their skin colour

5. The best title for this passage is ....
a. The Magician Octopuses b. The Sea World and the Predator
c. The Seabed d. The Sea Ink

6. The octopus can shoot ink into the water which ....
a. kills the attackers b. helps it hide from the attackers
c. pollutes the water d. attracts preys

7. Octopuses can release ink into water from their ....
a. stomach b. syphon c. arms d. lungs

4 a. Choose the correct Arabic translation from a , b , c or d :

Egyptian scientists have achieved great successes all over the world.

a. حقق العلماء المصريون نجاحًا عظيمًا فى بعض أنحاء العالم.

b. حقق العلماء المصريون نجاحات عظيمة فى كل أجزاء العالم.

c. لقد حقق العلماء المصريون نجاحًا عظيمًا فى بعض أنحاء العالم.

d. لقد حقق العلماء المصريون نجاحات عظيمة فى كل أنحاء العالم.

b. Choose the correct English translation from a, b, c or d :

يساعدنا السفر فى التعرف على لغات وعادات المجتمعات.

a. Traveling helps us recognized the languages and customs of societies.

b. Traveling helps us to recognize the languages and custom of societies.

c. Traveling helps us in recognition of the languages and customs of societies.

d. Traveling helps us in the recognition of the language and customs of societies.

5 Rewrite the following sentences using the word(s) in brackets to give the same meaning :

1. I promise to buy you that tablet when you succeed. (If)
2. How many glasses of milk do you drink every day ? (much)

6 Answer the following questions :

1. How do Santiago's memories of lions symbolize his spirit ?

....

2. What happened at noon when the fish pulled harder ?

....

7 Write an essay of about (120) words on the following topic :

"The importance of teamwork in achieving success"

....

....

Sample Test 3

1 Choose the TWO (2) correct answers out of the FIVE (5) options given :

1. To "value" someone is to "appreciate" as to "neglect" is to ....

a. admire   b. recognize   c. ignore   d. disregard   e. respect

2. If the lesson is inspiring, it is also ....

a. boring   b. weaken   c. uplifting   d. foreign   e. enriching

2 Choose the correct answer from a , b , c or d :

1. A good .... should listen carefully to their team.
a. survey b. tactic c. leader d. protector

2. I .... my grandmother last Friday.
a. visit b. visited c. was visiting d. have visited

3. Some people are naturally .... and always see the positive side of things.
a. optimistic b. isolated c. faded d. irresistible

4. If it .... tomorrow, we will cancel the picnic.
a. rain b. rains c. rained d. will rain

5. He tried to .... that he was innocent, but no one believed him.
a. deceive b. prove c. exploit d. pressure

6. The new law had a positive .... on the economy.
a. affect b. effect c. effective d. affecting

7. We must work to .... our natural resources for future generations.
a. preserve b. reduce c. reuse d. waste

8. I .... out of the boat when I dropped my camera.
a. was leaning b. have leant c. lean d. am leaning

9. We have hardly heard .... news about Ali since he left school.
a. any b. some c. much d. many

10. Nasser .... to leave until he had apologized.
a. wasn't allowed b. was allowed c. didn't allow d. doesn't allow

11. He's looking for a .... that offers opportunities for growth.
a. position b. resume c. footprint d. engagement

12. She decided .... a new job in a different city.
a. to find b. finding c. find d. to finding

13. There are .... main parts in an essay.
a. two b. three c. four d. one

14. The purpose of the introduction is to ....
a. give a summary b. present what you will describe
c. end the essay d. give pieces of advice

3 Read the following passage, then answer the questions :

People may be divided into two groups, winners and losers. Because our families and friends have a great effect on us as we grow, we are born hopeless and dependent on our environment. Winners are able to change their situations and become independent by being responsible for their own lives. They don't blame others for their mistakes, they do their own thinking. They listen to, think of what they say and then they make their own decisions.

Although they may fall at times, yet they keep self-confidence. Winners **overcome** their bad experiences. They enjoy work, play, food and the world of nature. They freely enjoy themselves, but they can give it up if duty calls.

Losers, on the other hand never learn to take responsibility for their own lives. There are many reasons why people can become losers : disease, poor food, cruelty, unhappy relationships and bad experiences, these can slow down the normal progress towards becoming winners. But whereas winners fight these situations, losers don't do anything and use them as excuses. Losers usually feel anxious, unhappy and bored. They are afraid to try new things and repeat their own mistakes again. Losers spend their lives waiting for something wonderful to happen to save them from their problem with their lives but never try to change.

1. The best title to the passage is ....
   a. losers b. winners c. winners and losers d. anxious people
2. Winners can change their own ideas by ....
   a. blaming others for their mistakes b. using their mistakes as excuses
   c. being in charge of their own lives d. waiting for something wonderful
3. When the winners fall at times, they ....
   a. are afraid to try new things b. keep their self-confidence
   c. spend their time waiting d. repeat their own mistakes
4. The underlined verb "**overcome**" can have the same meaning of ....
   a. get on b. get up c. get by d. get over
5. Losers need ....
   a. to repeat their mistakes b. not to change their ideas
   c. to use their mistakes as excuses d. to learn from their mistakes
6. Winners are .... people.
   a. evil b. careless c. responsible d. bad
7. Which of the following is correct ?
   a. People may fail at times but not all times.
   b. People can't change their mind.
   c. Winners can't get over their bad experiences.
   d. Winners can't fight dangerous situations.

4 a. Choose the correct Arabic translation from a, b, c or d :

We should be interested in the new technology in all fields to be able to cope with the advanced countries.

a. يجب أن نهتم بالتكنولوجيا القديمة فى كل المجالات لكى نساير الدول المتقدمة.

b. يجب أن نهتم بالإنترنت والتكنولوجيا فى كل الحياة لكى نساير الدول المتقدمة.

c. يجب أن نهتم بالتكنولوجيا الحديثة فى كل المجالات لكى نساير الدول المتقدمة.

d. يجب أن نهتم بالتكنولوجيا الحديثة لكى نساير الدول المتقدمة.

b. Choose the correct English translation from a, b, c or d :

يجب علينا أن نعمل كرجل واحد للمساعدة فى زيادة الإنتاج فى مصر من الآن فصاعدًا.

a. We should work as one man to help increases production in Egypt from now on.

b. We should work as one man to help increase production in Egypt from now on.

c. We should work as one man to help increasing production in Egypt from now on.

d. We should work to help increase production in Egypt from now on.

5 Rewrite the following sentences using the word(s) in brackets to give the same meaning :

1. He is hard working. (a)

2. She refused to answer the question. (answering)

6 Answer the following questions.

1. How does the description of the Marlin emphasize its greatness ?

....

2. What role does baseball play in the old man's life ?

....

7 Write an essay of about (120 – 150) words on the following topic :

"How to be a successful student"

....

....

Sample Test 4

1 Choose the TWO (2) correct answers out of the FIVE (5) options given :

1. The word "valuable" is the opposite of "..........." and "...........".

a. precious b. unimportant c. worthless d. insignificant e. important

2. Two synonyms for "contribute" are "..........." and "...........".

a. withhold b. take c. donate d. give e. keep

2 Choose the correct answer from a , b , c or d :

1. The government has a .... to protect its citizens.
a. remind b. require c. responsibility d. rise

2. If you had studied harder, you .... the exam.
a. would pass b. will pass c. would have passed d. pass

3. I was .... when my friends held a surprise party for me.
a. delighted b. delight c. delightful d. delighting

4. She avoids .... sugary drinks because they are unhealthy.
a. to drink b. drinking c. drink d. drunk

5. Don't be a .... to online scams that promise easy money.
a. victim b. warning c. rumor d. source

6. The documentary gave us an important .... into the lives of wild animals.
a. benefit b. insight c. advice d. pleasure

7. .... energy sources like solar and wind power are crucial for the environment.
a. Reusable b. Renewable c. Recycled d. Reduced

8. I don't have .... money to buy that expensive car.
a. many b. a few c. much d. little

9. A good CV should be clear and ....
a. long b. complicated c. concise d. irrelevant

10. I remember .... my grandfather's farm when I was a child.
a. visiting b. to visit c. visit d. visited

11. He .... to help me with my homework, which was very kind of him.
a. suggested b. offered c. refused d. denied

12. There isn't .... milk left in the fridge.
a. some b. many c. any d. a lot

13. A/An .... is NOT the main part of an essay.
a. introduction b. conclusion c. hook d. body

14. " ...." is an additional section.
a. Personal statement b. Certifications c. Education d. Skills

3 Read the following passage, then answer the questions :

Should we work all the time without having rest or entertainment ? The answer is that we can't go on working without stopping. From time to time, we should stop to have some rest and some **recreation** to have fun. If we didn't, we could make mistakes and our work might get worse.

An overworked person may end up by losing their ability to think clearly and by having no energy to go on working. Sleep is one way by which we can renew our energy. Sports and games are also important for brainworkers, who stay in closed offices and don't have a good chance to exercise their muscles. Swimming, walking and other outdoor activities are excellent and may be very good for all people, so we shouldn't waste our weekends. People make full use of them by being in open spaces. Having forgotten all about our work and the worries of life, we can then enjoy ourselves to the full and return the next day to work with our energy fully renewed. Change has a magic effect on man's health and his work.

Only clever people are those who can make a balance between their work and their personal lives. They are hardworking when they do their jobs and they live the happiest moments when they aren't working.

1. The best title for the passage is ....
   a. Happy Moments b. Magical Energy c. Importance of Rest d. Importance of Games
2. The underlined word "**recreation**" in the first paragraph means ....
   a. effort b. health c. stress d. relaxation
3. The writer's purpose in the last paragraph is to ....
   a. suggest doing our jobs in the open air b. tell us the story of hardworking people
   c. warn us of living happily without work d. advise us to make a life-work balance
4. According to the second paragraph, we understand that man's health improves by ....
   a. changing our sleeping habits b. thinking of the worries of life
   c. having a break every now and then d. working all the time without rest
5. All the following are examples of brainworkers except ....
   a. mathematicians b. cleaners c. surgeons d. engineers
6. According to the passage, change has ....
   a. a vital effect on health and work b. no effect on health or work
   c. an essential effect on health only d. an important effect on work only
7. An overworked person has a .... attitude towards work in the long run.
   a. positive b. violent c. aggressive d. negative

4 a. Choose the correct Arabic translation from a, b, c or d :

The Suez Canal is the most important waterway in the world. It shortens the distance between the east and the west.

a. أهم قناة هى قناة السويس ويعمل بها العديد من الأشخاص فى المشرق والمغرب.

b. تعتبر قناة السويس أهم ممر مائى فى العالم، فهى تقصر المسافة بين الشرق والغرب.

c. تعتبر قناة السويس من أهم الممرات فى دول الشرق الأوسط ودول الغرب، فهى بين الشرق والغرب.

d. تمر قناة السويس بين الشرق والغرب وتحمل آلاف السفن والعالم.

b. Choose the correct English translation from a, b, c or d:

تؤثر وسائل الإعلام سلبًا وإيجابًا على جميع متابعيها خاصة المراهقين، ولذا ينبغى الحرص على اختيار الأشياء التى يتم بثها بدقة.

a. Means of communication, negatively and positively, affects all citizens, and therefore care should be taken to choose the appropriate content.

b. Mass media provides transportation positively and negatively for all citizens, and therefore care should be taken to choose the appropriate means.

c. Mass media provides media positively and negatively for teens, and therefore care should be taken to choose the things that are broadcast accurately.

d. Mass media, negatively and positively, affects all its followers, especially adolescents, and therefore care should be taken to choose the things that are broadcast accurately.

5 Rewrite the following sentences using the word(s) in brackets to give the same meaning :

1. When did you start playing the guitar ? (How long)
2. It's against the law to park here. (mustn't)

6 Answer the following questions :

1. What bait did Santiago use ?

....

2. Why does Hemingway show Santiago speaking to the fish as if it were human ?

....

7 Write an essay of about (150) words on the following topic :

"A person you admire and why"

....

....

Sample Test 5

1 Choose the TWO (2) correct answers out of the FIVE (5) options given :

1. The words "deceive" is a synonym of "............" and "............".

a. mislead b. guide c. trick d. inform e. help

2. The antonyms of "brave" are "............" and "............".

a. courageous b. heroic c. fearful d. cowardly e. bold

2 Choose the correct answer from a , b , c or d :

1. He showed great ...... when preparing for the competition.

a. hesitation b. complication c. perseverance d. doubt

2. If you .... water, it boils at 100 degrees Celsius.

a. will heat b. heat c. heated d. are heating

3. She is always supportive and .... to help others in need.

a. willing b. hesitant c. reluctant d. resistant

4. My father made me .... my room before I went out.

a. to clean b. cleaning c. clean d. cleaned

5. Social media platforms can be used to spread .... and false stories.

a. truth b. facts c. misinformation d. evidence

6. The shop is owned by a local .... who sells spices.

a. carpenter b. merchant c. campaigner d. interviewer

7. The documentary explores the .... of plastic pollution on marine life.

a. impact b. finding c. survey d. consideration

8. I suggest that she .... a doctor immediately.

a. see b. sees c. to see d. seeing

9. He was walking home when he .... a loud noise.

a. hears b. was hearing c. heard d. had heard

10. I need to .... an international call to speak with my cousin.

a. do b. make c. give d. take

11. A .... number of students attended the workshop.

a. few b. little c. much d. small

12. He is used to .... up early for work.

a. get b. getting c. got d. have got

13. The best length for a resume is ....

a. 5 pages b. 1-2 pages c. 3 - 4 pages d. no limit

14. " ...." is an example of an informal expression.

a. How's it going ? b. To whom it may concern

c. I look forward to your reply d. Dear Sir

3 Read the following passage, then answer the questions :

In Egypt, the tourism industry has come to hold a position of great importance lately. It is felt that it could help increase the national income. In some European countries, tourism has brought in millions of dollars yearly, although they lack the natural and historical attractions. In Egypt, we have two seas. We could teach fishing, swimming, diving and sailing there. Another good idea would be a village in the New Valley for horseback riding. And what about villages for people with health problems like rheumatism ? The warm dry climate of Aswan and Helwan would certainly help them get better.

Our tourist today wants efficient and friendly service. He would probably prefer to try our samples of our local food rather than eat the international **meals**, which are served, in some places. It must also be remembered that most tourists nowadays are seldom rich. Many of them are students or hardworking employees. So what is needed is not expensive hotels but clean comfortable places to sleep and eat at reasonable prices. This, too, would encourage Egyptians to travel more and more around their lovely country.

1. The writer feels that Egypt has got .... the other countries which make so much money from tourism.
   a. less attractions than
   b. the least attractions of
   c. the same attractions as
   d. more attractions than
2. According to the writer, if someone has pains in his muscles and joints, he should go to ....
   a. Europe
   b. Aswan
   c. The Red Sea
   d. The New Valley
3. Most tourists nowadays are ....
   a. rich
   b. poor
   c. miserable
   d. wretched
4. The main idea of the passage is ....
   a. Tourism industry
   b. Encouraging tourism
   c. How to encourage tourism in Egypt
   d. Egypt is a piece-loving country
5. The prices should be .... to encourage tourism locally.
   a. affordable
   b. unreachable
   c. unreasonable
   d. high
6. The underlined word "**meals**" can be replaced by ....
   a. eats
   b. dishes
   c. fruits
   d. services
7. We can teach .... in the New Valley.
   a. swimming
   b. fishing
   c. horse riding
   d. gambling

4 a. Choose the correct Arabic translation from a, b, c or d :

Do you think people can change their opinions about previous experiences ? And why is it important to do so ?

a. هل تعلم أن الناس تستطيع أن تغير آرائها عن تجاربها السابقة ؟ ولماذا نهتم لعمل ذلك ؟

b. هل تعتقد أن الناس يمكن أن تغير افكارها عن تجاربها السابقة ؟ ولماذا فعل ذلك مهم ؟

c. هل تعتقد أن الناس يمكن أن تغير أفكارها عن حياتها السابقة ؟ ولماذا من المهم أن نفعل ذلك ؟

d. هل تعتقد أن الناس يمكن أن تغير آرائها عن تجاربها السابقة ؟ ولماذا من المهم أن تفعل ذلك ؟

b. Choose the correct English translation from a, b, c or d:

يجب أن تتعلم أشياء جديدة للحفاظ على البيئة آمنة، ونشجع استخدام المواد الغير مضرة للبيئة.

a. We should learn new ideas about keeping the environment safe and encourage environmentally-friendly materials.

b. We should learn new things about keeping the environment safe and encourage using environmentally-friendly materials.

c. We should learn new things about keeping the environment clean and encourage using environmentally-friendly materials.

d. We should learn bad things about keeping the environment safe and encourage using environmentally-friendly materials.

5 Rewrite the following sentences using the word(s) in brackets to give the same meaning :

1. Adel will not join the school team because he is short. (unless)
2. We hate working for him. (stand)

6 Answer the following questions :

1. What does Santiago's lucky number, eighty-five suggest about his character ?

....

2. Why does Santiago call the first shark attack "the beginning" ?

....

7 Write an essay of about (120) words on the following topic :

"The pros and cons of living in a big city"

....

....

Sample Test 6

1 Choose the TWO (2) correct answers out of the FIVE (5) options given :

1. "Profile" and "CV" are both synonyms of ....

a. biography b. vet c. resume d. conference e. curriculum vitae

2. "Scatter" is to "disorder" as "coordinate" is to ....

a. organize b. arrange c. scatter d. manage e. disrupt

2 Choose the correct answer from a , b , c or d :

1. Ancient Egyptians used to .... on papyrus, a type of paper made from reeds.
a. affect b. polish c. write d. risk

2. She felt a great sense of .... after volunteering at the local hospital.
a. satisfaction b. irritation c. anger d. regret

3. Don't .... a promise if you know you can't keep it.
a. do b. make c. say d. take

4. The charity provides food and .... for homeless people.
a. shelter b. discomfort c. wealth d. treasure

5. The lecture was so boring that I nearly fell ....
a. sleep b. sleeping c. asleep d. sleepy

6. If you don't hurry, you .... the bus.
a. will miss b. would miss c. miss d. missed

7. The company needs to .... its marketing strategy to attract more customers.
a. improve b. approve c. disapprove d. remove

8. He couldn't come to the meeting .... his illness.
a. because b. due to c. although d. despite

9. It's no use .... over spilt milk.
a. to cry b. cry c. crying d. cried

10. This museum has a large .... of ancient artifacts.
a. collective b. collection c. collector d. collect

11. How .... students are in your class?
a. much b. many c. lot d. little

12. I'd rather you .... me the truth.
a. tell b. told c. to tell d. telling

13. It's better to avoid .... in informal emails.
a. constructions b. formal words c. everyday words d. friendly phrases

14. A body paragraph begins with a ....
a. hook b. thesis c. summary d. topic sentence

3 Read the following passage, then answer the questions :

Chess is called the game of kings. People have been playing it for over five hundred years. Chess is based on an older Indian game. The chess we play today is from Europe.

Chess is a two-player game. Each piece moves in a special way. One piece is called the king. Each player has one. The players take turns moving their pieces. The game ends when a player loses his or her king.

Some people think that the chess is more than a game because good chess players use their brains. They take their time. They think about what will happen next. These skills are useful in life. Chess is like a workout for mind. You don't have lots of time to think when playing chess.

There is a type of chess with short time limits. It's called blitz chess in which each player gets ten minutes to use for the whole game. You need to hit the clock once you finish your turn to stop your time and start the other player's time. If you run out of time, you lose.

Computers have been playing chess since the 1970s. At first, they did not play well. As time went on they grew stronger. In 1997, a computer beat the best player in the world for the first time. Chess sure has come a long way.

1. What is the author's purpose in writing the second paragraph ?

a. To explain some rules of chess. b. To compare different types of games.

c. To talk about game pieces. d. To persuade people to play chess.

2. Which is NOT a reason that chess is a good workout for minds according to the text ?

a. Good chess players think about what will happen next.

b. Good chess players take a lot of risks.

c. Good chess players take their time

d. Good chess players use their brains

3. How long have people been playing chess ?

a. Over 100 years. b. Over 500 years. c. Over 1000 years. d. Over 5000 years.

4. Where did the game that chess based on come from ?

a. Europe b. India c. America d. All of these

5. Which best describes the main idea in the fourth paragraph ?

a. This paragraph argues that players should think less.

b. This paragraph explains how blitz chess is played.

c. This paragraph explains time clocks work.

d. This paragraph describes many different ways to play chess.

6. How is blitz chess different from regular chess ?

a. Each player has two kings. b. Players are blindfolded.

c. Players only have ten minutes to play. d. Players start from a random position.

7. When did a computer first beat a strong human player in chess ?

a. In the 20s b. In the 70s c. In the 90s d. In the 80s

4 a. Choose the correct Arabic translation from a, b, c or d :

It is okay for students not to understand something on the first attempt. Do not hesitate to ask questions to resolve your queries.

a. لا بأس أن لا يفهم الطلاب شيئًا ما فى المحاولة الأولى، لا تتردد فى طرح الأسئلة لحل استفساراتك.

b. لا بأس أن يفهم الطلاب شيئًا ما فى المحاولة الأولى، لا تتردد فى طرح الأسئلة لحل استفساراتك.

c. لا بأس أن لا يفهم الطلاب شيئًا ما فى المحاولة الأولى، لا تتردد فى طرح الأسئلة لحل معلوماتك.

d. لا بأس أن لا يفهم الطلاب شيئًا ما فى اليوم الأول، لا تتردد فى طرح الأسئلة لحل استفساراتك.

b. Choose the correct English translation from a, b, c or d:

يجب علينا جميعًا أن نعلم أولادنا الصبر والاعتماد على الذات والثقة بالنفس، فهذه السمات ضرورية جدًا للنجاح فى الحياة العملية والشخصية.

a. We must all teach our children patience, self-reliance, and self-confidence, as these characteristics are very necessary for success in practical and personal life.

b. We must all learn our children patience, self-reliance, and self-confidence, as these traits are very necessary for success in practical and personal life.

c. We must all teach our children patience, self-reliance, and self-confidence, as these traits are very necessary for success in practice and personal life.

d. We must all teach our children patience, self-reliance, and self-confidence, as these characteristics are very necessary for success in practical and career life.

5 Rewrite the following sentences using the word(s) in brackets to give the same meaning :

1. She drank a little juice. (didn't)
2. When I saw him, he was playing tennis. (on)

6 Answer the following questions :

1. Why do you think Santiago called the marlin his "brother" ?

....

2. How do Santiago's dreams of lions reveal his true character ?

....

7 Write an essay of about (150) words on the following topic :

"A memorable trip you have taken"

....

....

Sample Test 7

1 Choose the TWO (2) correct answers out of the FIVE (5) options given :

1. "He made an initiative to save energy." Here, "initiative" is a synonym of ....

a. plan b. passivity c. proposal d. apathy e. betray

2. "Their supply of food was running low." The word "supply" is an antonym of ....

a. reduction b. depletion c. growth d. exhaustion e. clean

2 Choose the correct answer from a , b , c or d :

1. The Great Pyramid is a popular tourist .... in Egypt.

a. attract b. attractive c. attraction d. attractiveness

2. The company is looking for candidates with strong leadership ....

a. skills b. skilled c. skillful d. skillfully

3. I was having a shower when the telephone ....

a. ring b. was ringing c. rang d. had rung

4. She had to apologize for her rude ....

a. behave b. behavior c. behaved d. behaves

5. The government is taking steps to .... the economy.

a. boost b. boast c. bust d. boss

6. This is .... interesting book.

a. a b. an c. the d. no article

7. He is a very .... person; you can always count on him.

a. reliable b. unreliable c. relying d. relied

8. She .... to the cinema if she had finished her homework.

a. would go b. will go c. would have gone d. goes

9. There are .... of opportunities for young graduates in this field.

a. much b. plenty c. little d. any

10. I look forward to .... from you soon.

a. hear b. hearing c. heard d. have heard

11. The new .... is expected to create hundreds of jobs.

a. industry b. industrial c. industrialize d. industrially

12. I wish I .... fly like a bird.

a. can b. could c. will d. may

13. In a descriptive essay, each body paragraph should focus on ....

a. one aspect or sense b. the conclusion c. a summary d. grammar rules

14. Supporting details in a body paragraph include ....

a. questions and answers b. facts and examples

c. transition and connectors d. facts, examples, or reasons

3 Read the following passage, then answer the questions :

Though Mr. Jones told his wife that the trip into the middle of Africa to shoot wild animals would be very uncomfortable and dangerous, she insisted on going with him. They bought a big tent, camp beds, a refrigerator which did not need electricity and various other things and went off to the middle of Africa.

Before going to hunt, Mr. Jones gave his wife a bell to use if **she** was in danger and needed him, then he left. After a few minutes, he heard the bell and returned quickly to the tent. "What's the matter ?" he asked. "Nothing", confirmed his wife. "I was only testing the bell". Mr. Jones went off, but after a quarter of an hour, the bell rang again. Mr. Jones hurried back to the tent, but his wife said, "I'm sorry I was cleaning our tent, and I knocked the bell over by mistake". Mr. Jones returned to his hunting, but soon he heard the bell once more. This time, when he got back to his camp, the tent was burning, and Mrs. Jones was lying on the ground, with blood running from a big cut on her shoulder. This time the bell had been used correctly.

1. Mr. Jones and his wife were going to hunt in ....

a. India b. Europe c. Africa d. Asia

2. Before going to hunt, Mr. Jones gave his wife a .... to use in danger.

a. trip b. bell c. tent d. knife

3. At first the bell rang because ....

a. Mrs. Jones was testing the bell b. Mrs. Jones was eating

c. Mrs. Jones was cleaning the tent d. Mrs. Jones was joking

4. The people who were hunting wild animals were ....

a. animals b. a husband and a wife

c. pets d. plants

5. What does the underlined pronoun "**she**" refer to ?

a. The trip b. Mrs. Jones c. The tent d. Africa

6. What was the purpose of the trip ?

a. To shoot wild animals
b. To spend a holiday
c. To shoot wild birds
d. To shoot tame animals

7. One of the morals of this passage is to be ....

a. careful
b. careless
c. uncaring
d. helpless

4 a. Choose the correct Arabic translation from a, b, c or d :

Sinai is rich in its valuable resources above and under the ground. It's also known for its sacred places as well as its wildlife.

a. إن سيناء غنية بالموارد الثمينة فوق الأرض وتحتها كما أنها معروفة أيضا بالأماكن المقدسة بالإضافة إلى الحياة البرية.

b. إن سيناء غنية بالموارد الثمينة فوق الأرض وتحتها كما أنها معروفة أيضًا بالأماكن المخيفة بالإضافة إلى الحياة البرية.

c. إن سيناء غنية بالموارد السمينة فوق الأرض وتحتها كما أنها معروفة أيضا بالأماكن المخيفة بالإضافة إلى الحياة البرية.

d. إن سيناء غنية بالموارد الثمينة فوق الأرض وتحتها كما أنها غير معروفة أيضا بالأماكن المقدسة بالإضافة إلى الحياة البرية.

b. Choose the correct English translation from a, b, c or d:

الحياة بدون هدف لا معنى ولا قيمة لها ووجود الأهداف تساعدنا على تحقيق النجاح وكل ما نتمناه فى الحياة.

a. Life without a goal is meaningless and valueless. The presence of goals help us to achieve success and all that we wish.

b. Life with a goal is meaningless and valueless. The presence of goals help us to achieve success and all that we wish.

c. Life without a goal is meaningless and valuable. The presence of goals helps us to achieve success and all that we wish.

d. Life without a goal is meaningless and valueless. The presence of goals helps us to achieve success and all that we wish.

5 Rewrite the following sentences using the word(s) in brackets to give the same meaning :

1. It's a good idea for athletes to drink enough water during training. (should)
2. I like staying at home more than going to the cinema. (on)

6 Answer the following questions :

1. Why does Santiago admire Joe DiMaggio ?

....

2. How does the loss of the marlin's flesh change the meaning of Santiago's journey ?

....

7 Write an essay of about (120) words on the following topic :

"The challenges and rewards of being a student"

....

....

Sample Test 8

1 Choose the TWO (2) correct answers out of the FIVE (5) options given :

1. The word "collaborate" is a synonym of "........." and ".........".
   a. separate   b. cooperate   c. team up   d. compete   e. divide
2. Two antonyms of "expand" are "........." and ".........".
   a. grow   b. enlarge   c. shrink   d. reduce   e. increase

2 Choose the correct answer from a , b , c or d :

1. The project aims to promote .... development that does not harm the environment.
   a. sustainable   b. complicated   c. generic   d. impressive
2. It is important to have a positive .... on life.
   a. perspective   b. hesitation   c. process   d. tolerance
3. The film .... by a famous director.
   a. directed   b. was directed   c. has directed   d. directing
4. I am not used to .... in such a noisy city.
   a. live   b. living   c. lived   d. to live
5. He speaks English with great ....
   a. fluent   b. fluently   c. fluency   d. fluencies
6. Unless you study, you .... pass the exam.
   a. will   b. would   c. won't   d. wouldn't
7. The teacher gave a clear .... of the task.
   a. explain   b. explaining   c. explained   d. explanation
8. You should avoid .... friends with such bad people.
   a. to make   b. make   c. to making   d. making
9. She is a .... student who always gets high marks.
   a. dedicate   b. dedication   c. dedicated   d. dedicating
10. .... of the students passed the exam; it was very difficult.
    a. Few   b. A few   c. Little   d. A little

11. He warned his son .... with strangers.

a. not to talk   b. to not talk   c. not talking   d. to don't talk

12. The company needs to .... a survey to understand customer needs.

a. conduct   b. proofread   c. format   d. maximize

13. A transition is ....

a. a logical opinion   b. a closing sentence
c. an eye-catching title   d. a connecting word or phrase

14. "Dear Mr Ashraf," is a ....

a. closing phrase   b. greeting   c. subject   d. body

3 Read the following passage, then answer the questions :

I like reading stories. The most important thing in reading stories is that they have morals. Do you believe that a wealthy man can die because of hunger ? Let's start our story to know what happened. This story is about a very rich man. That man had a lot of wealth and a huge palace. He used to leave his family in their usual house to spend a few days every month alone in his palace to plan for his coming business and count his increasing money. He used to keep his money in an **enormous** room in the palace.

Once he closed the room without realizing that he had left the key out. After so many hours, he began to feel hungry and wanted to go out to eat something but he found out his terrible mistake. The room had no handle to be opened from inside. He tried very hard to open the metal door but in vain.

Days and nights passed while he was starving. Finally, he became sure that he would die. He wanted to leave a message but he didn't have a pen. So, he injured his finger and used his blood to write the moral of that awful situation on the wall of the room. "The richest man in America died of starvation".

1. The main idea of the passage is ....

a. One mustn't be hungry.   b. To be rich is the best thing.
c. All rich people die of starvation.   d. Money can't help in all situations.

2. The door of the room was made of ....

a. iron   b. wood   c. gravel   d. brick

3. The rich man injured his finger to ....

a. open the door   b. die   c. count money   d. write a message

4. A palace is ....

a. a prison   b. a mountain   c. a large house   d. a charity

5. The rich man spent a few days every month by himself to........... .

a. open the metal door
b. leave a message
c. plan for his coming business
d. write the moral of a situation

6. The underlined word "**enormous**" means "..........." .

a. tiny
b. strong
c. massive
d. elegant

7. The rich man couldn't open the door as ....

a. he was hungry
b. he was full
c. the room had no handle from inside
d. the key didn't work

4 a. Choose the correct Arabic translation from a, b, c or d :

Modern means of communications play a vital role in our recent life and we can't do without them.

a. تلعب وسائل المواصلات الحديثة دورًا حيويًا فى حياتنا الحالية ولا يمكن أن نستغنى عنها.
b. تلعب وسائل الاتصالات الحديثة دورًا حيويًا فى حياتنا الحالية ونستطيع أن نستغنى عنها.
c. تلعب وسائل الاتصالات الحديثة دورًا حيويًا فى حياتنا الحالية ولا يمكن أن نستغنى عنها.
d. تلعب وسائل الاتصالات الحديثة دورًا ثانويًا فى حياتنا الحالية ولا يمكن أن نستغنى عنها.

b. Choose the correct English translation from a, b, c or d:

أن بناء مجتمعنا المعاصر يتطلب توحيد جهود كل ابنائه المخلصين.

a. Building our modern society requires unifying the efforts of all its faithful sons.
b. Building our modern society acquires unifying the efforts of all its faithful sons.
c. Building our modern society enquires unifying the efforts of all its faithful sons.
d. Building our modern society requires identifying the efforts of all faithful sons.

5 Rewrite the following sentences using the word(s) in brackets to give the same meaning :

1. Tamer was sitting on the sofa, watching TV. (movie)
2. A tiger has sharp teeth. (have)

6 Answer the following questions :

1. Where did Santiago and Manolin sit to eat their meal ?

....

2. Why does Santiago accept pain as part of the struggle ?

....

7 Write an essay of about (120 – 150) words on the following topic :

"The importance of preserving cultural heritage"

....

....

Sample Test 9

1 Choose the TWO (2) correct answers out of the FIVE (5) options given :

1. The word "generic" is an antonym of "..........." and "...........".

a. common b. general c. specific d. particular e. universal

2. Our heritage is reflected in our traditions. The word "heritage" is closest in the meaning to .... and ....

a. loss b. legacy c. inheritance d. depression e. damage

2 Choose the correct answer from a , b , c or d :

1. The new regulations will be .... next month.

a. implemented b. implementing c. implement d. implementation

2. I .... you to see a doctor if you are not feeling well.

a. advice b. advise c. advisable d. advising

3. The match was cancelled .... the heavy rain.

a. because b. because of c. so d. although

4. He is known for his .... to his work; he never gives up.

a. dedication b. hesitation c. perspective d. process

5. He succeeded .... passing the difficult exam.

a. in b. on c. at d. with

6. Scotland is .... European country.

a. a b. an c. the d. no article

7. I can't .... to buy a new car right now.

a. afford b. slip c. succeed d. analyse

8. You .... eat fast food every day. It's unhealthy.

a. must b. haven't to c. should d. shouldn't

9. The organization works to .... awareness about environmental issues.

a. rise b. arise c. raise d. rose

10. The problem was too .... for me to solve.

a. complicate b. complicated c. complicating d. complication

11. I need .... advice about how to make new friends.

a. an b. a c. some d. the

12. I'd rather .... at home tonight than go out.

a. stay b. staying c. to stay d. stayed

13. "............ " is a formal closing phrase.

a. Bye! b. Cheers! c. See you ! d. yours sincerely,

14. "Catch up" in an informal email means ....

a. run fast b. play a game c. exchange news d. finish a job

3 Read the following passage, then answer the questions :

Animals enjoy sports, just like people. Nobody would try to stop animals running in a field, for example, Horse racing is just the same really. Some horses like to run fast. Nobody can seriously argue that horse racing is cruel to animals.

I don't think that you can say that the circus treats animals cruelly. The animals get used to it, anyway. It is good entertainment for us, and the animals work hard for their living. At least nobody kills them or eats them !

More and more people think that hunting is wrong. Man doesn't have to kill wild animals anymore, and we should all get used to the fact that killing for fun is pointless.

The most important point is that zoos are cruel to animals, and are worse than prisons because animals can never get used to being locked up in cages. And everybody goes and stares at them. We treat people in prison better than that.

1. .... people see that hunting is wrong.

a. A few b. Only a few c. The minority d. The majority of

2. When animals are locked in cages, they are deprived of ....

a. starvation b. freedom c. prison d. leisure

3. No one .... or eats animals in the circus.

a. trains b. loves c. kills d. feeds

4. Locking up animals in cages is ....

a. entertainment b. cruel c. sensible d. suitable

5. Animals in cages are treated .... prisoners.

a. as well as b. a little better than c. worse than d. kinder than

6. According to the passage, animals and people have something in common. It is ....

a. they get pleasure from sport b. they are cruel

c. they loathe sport d. they are slow

7. We need to know that killing for fun is ....

a. meaningless b. meaningful c. effective d. useful

4 a. Choose the correct Arabic translation from a, b, c or d :

The first industrial robot was introduced to the US in the 1960s. Since then, their technology has improved rapidly creating many advantages of robots.

a. تم تقديم أول روبوت صناعى إلى المملكة المتحدة فى الستينات، وبعدها تأخرت تقنيتهم وأحدثت العديد من سلبيات الروبوتات.

b. تم تقديم أول روبوت صناعى إلى المملكة المتحدة فى الستينات، ومنذ ذلك الحين تحسنت تقنيتهم بسرعة واحدثت العديد من مزايا الروبوتات.

c. تم تصنيع الروبوت فى الستينات، ومنذ ذلك توقفت التقنية الحديثة ولم تحدث أى مزيا للروبوتات.

d. تقدم أول روبوت صناعى إلى الولايات المتحدة فى الستينات وبذلك حدث تقيد فى التكنولوچيا كان نتيجته أن ابرز سمات جديدة للروبوتات.

b. Choose the correct English translation from a, b, c or d:

علينا الاهتمام بالنظافة الشخصية لتجنب الاصابة من الأمراض المعدية والأوبئة الخطيرة مثل فيروس كورونا المستجد .

a. We must care about sanitation to remove infection and dangerous diseases such as new Corona virus.

b. We shouldn't be interested in healthcare not to catch and dangerous disease like Corona virus.

c. We should care about personal cleanliness to avoid catching many infections and dangerous epidemics such as new Corona virus.

d. We should not care about personal cleanliness to avoid bringing many infections and horrible epidemics such as new Corona virus.

5 Rewrite the following sentences using the word(s) in brackets to give the same meaning :

1. If Ahmed behave badly, he would be punished. (In case of)
2. We hate working for him. (stand)

6 Answer the following questions :

1. What was the sky like when Santiago woke up ?

....

2. What does Santiago mean when he says "It is you or me" ?

....

7 Write an essay of about (150) words on the following topic :

"The benefits of reading books"

....

....

Sample Test 10

1 Choose the TWO (2) correct answers out of the FIVE (5) options given :

1. "The streetlights began to **light up** as the sky grew darker." Here, "light up" can be replaced by ....

a. darken b. brighten c. illuminate d. dim e. shadow

2. "They refused to **support** the new law." Here, "support" is an antonym of ....

a. oppose b. encourage c. push d. aid e. hinder

2 Choose the correct answer from a , b , c or d :

1. The project was a great .... and everyone was proud of it.

a. succeed b. success c. successful d. successfully

2. They placed .... African elephant on their endangered list.

a. an b. the c. no article d. a

3. He has a good .... for being honest and hardworking.

a. reputation b. pressure c. exploit d. pause

4. The government is launching a new .... to promote tourism.

a. campaign b. depletion c. concept d. approach

5. I would rather you .... make so much noise.

a. don't b. didn't c. aren't d. won't

6. He is a very .... person and has many creative ideas.

a. imagine b. imaginary c. imaginative d. imagination

7. The new employee is struggling to .... to the company's culture.

a. adopt b. adapt c. adept d. adult

8. I have been waiting for the bus for .... hour.

a. a b. an c. the d. no article

9. If he .... harder, he would have a better chance of winning.

a. trains b. trained c. had trained d. will train

10. There wasn't .... traffic on the road. Only a few private cars.

a. many b. much c. little d. few

11. He denied .... the money.

a. to steal b. stealing c. steal d. stole

12. The company is committed to .... its carbon footprint.

a. reduce b. reducing c. reduced d. reduction

13. Informal emails often begin with ....

a. a signature b. an object line c. a business title d. "How are you ?"

14. The "..........." section might include "speaking English".

a. hobbies b. skills c. work experience d. signature

3 Read the following passage, then answer the questions :

What is your dream job ? Some students want to be doctors. Others plan to work as tour guides. A big number of friends **aspire** to do their parents' jobs. Will all human doing jobs be safe in the age of artificial intelligence (AI) ? The simple answer is that some of these jobs will disappear. New jobs will come out in the labour market. **This** is due to information technology.

The jobs which are endangered are translators, accountants, call service workers, delivery workers and many more. The ones to be in the near future are cyber security experts, graphic designers, freelancers, distance teaching specialists and many others based on technology. Consider Chat GPT.

What should people do ? Schools have to provide students with up-to-date content, one which is based on hard skills side by side with soft skills. Media should pave the road for the young to accept the changes happening around them. This can be through different types of awareness programmes. Parents also have roles. One of them is that they can monitor their children's performance with constant feedback related to the requirements of the future.

To sum up, jobs are not the same the ages round. Parents and grandparents' traditional jobs will never remain the same. At least, if they do not die out, they will be done differently according to the advancements around us. Do you think you are employable ? If not, what should you do ?

1. What is the text above generally about ?

a. The qualities of a good worker. b. The impact of technology on jobs.

c. How to help get a good job ? d. The roles of education with jobs.

2. What does the underlined word "**aspire**" mean ?

a. want b. refuse c. agree d. promise

3. What does the underlined pronoun "**This**" refer to ?

a. The disappearance and the appearance of jobs.

b. The appearance of jobs.

c. Artificial intelligence.

d. The disappearance of new jobs.

4. How many responsibility-holders in the text can help students with their future ?

a. One b. Two c. Three d. Four

5. Guided by the context above, which of the following jobs is related to the future ?
   a. Delivery workers
   b. Cyber security experts
   c. Call service workers
   d. Accountant

6. How should the educational system be to help with the future jobs ?
   a. It shouldn't be up-to date.
   b. It must fight modern technology.
   c. It should support different skills.
   d. It must ignore latest changes.

7. If you want to be employable, what skills do you think you should have ?
   a. Computer skills and communication skills.
   b. Reading skills.
   c. Teaching skills.
   d. Training skills.

4 a. Choose the correct Arabic translation from a, b, c or d :

Social responsibility is what distinguishes one from another, it is not effortlessly but through constant training and good role models.

a. المسئولية الاجتماعية هى ليست ما يميز فرد عن آخر فهى لاتنشأ من فراغ ولكن من التدريب المستمر والقدوة الصالحة.

b. المسئولية الاجتماعية هى ما يميز فرد عن آخر فهى لاتنشأ من الجهود ولكن من التدريب المستمر والقدوة الصالحة.

c. المسئولية الاجتماعية هى ما يميز فرد عن آخر فهى لاتنشأ من فراغ ولكن من التدريب المستمر والقدوة الصالحة.

d. المسئولية الاجتماعية هى ما يميز فرد عن آخر فهى تنشأ من فراغ وليس من التدريب المستمر والقدوة الصالحة.

b. Choose the correct English translation from a, b, c or d:

الموهبة ضرورية فى تحقيق الإنجازات فى الألعاب الرياضية والموهبة يمكن أن تكتسب عن طريق العزيمة والعمل الجاد.

a. Gift is necessary to make achievements in sport and it can be earned throw determination and hard work.

b. Gift is necessary to make achievements in sport and it can be gained through determination and serious work.

c. Talent is necessary to make achievements in sport and it can be gained through determination and hard work.

d. Talent is necessity to do achievements in sport and it can be gained through determination and hard work.

5 Rewrite the following sentences using the word(s) in brackets to give the same meaning :

1. Can you bring me that book ? (Would you main)
2. People in Egypt like Koshari. (Egyptian)

6 **Answer the following questions :**

1. In what ways does Santiago represent courage even before the big journey begins ?

....

2. How does the fight reflect the theme of man versus nature ?

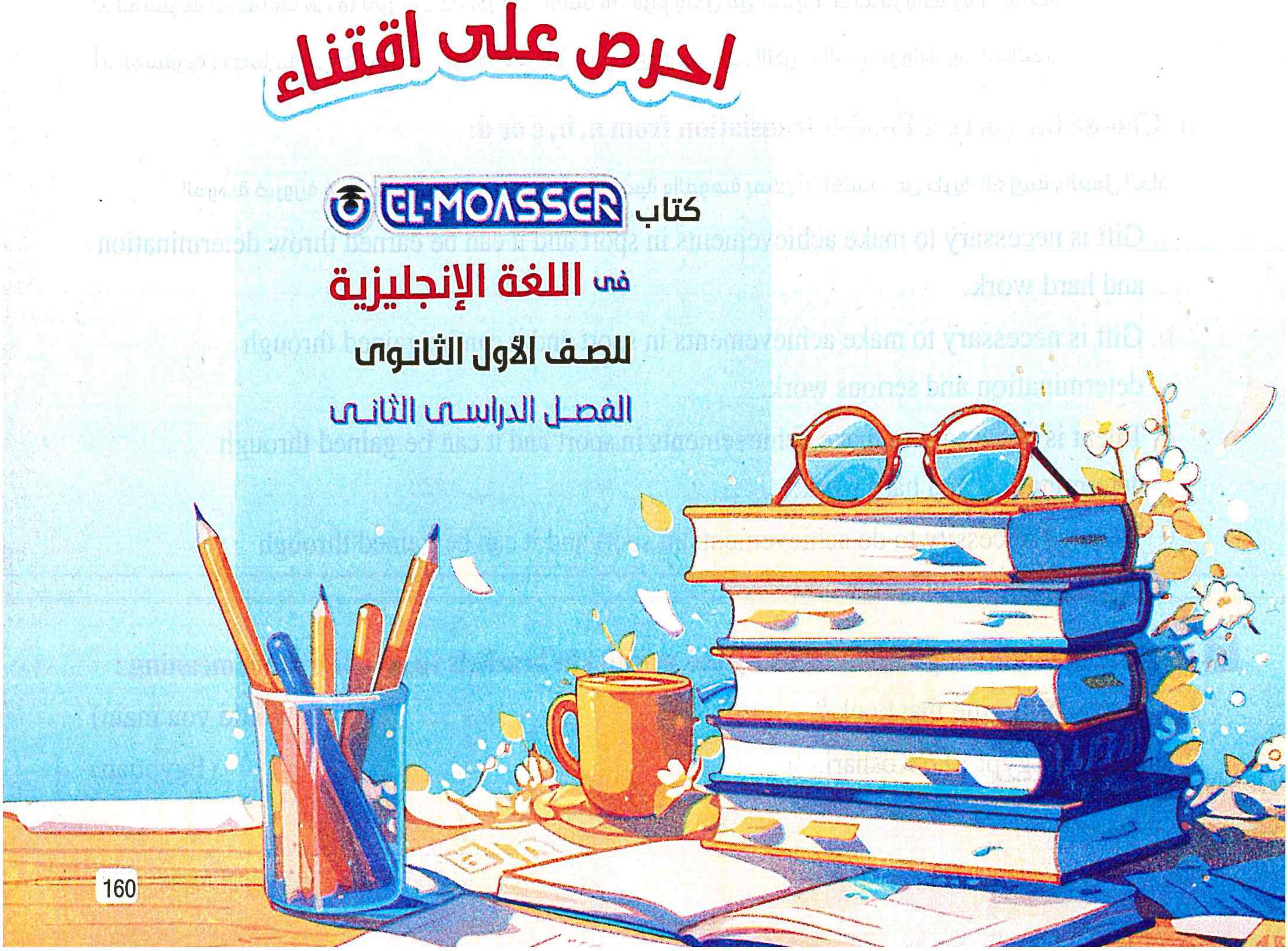
....

7 **Write an essay of about (120 – 150) words on the following topic :**

"The effects of pollution on the environment"

....

....



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English

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